

The **MTA** MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

MAGISTRI

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VOLUME XX

NUMBER 1

EDUCATION--- A National Responsibility



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J. W. Noseworthy

SEPTEMBER, 1939

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THE A.T.A. MAGAZINE

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Volume XX

SEPTEMBER, NINETEEN HUNDRED AND THIRTY-NINE

Number ONE

EDITORIAL

TEACHERS AND THE WAR

ONCE again War is upon us with all the blood and muck, bereavement and pain and death, sorrow and anxiety, privation and want, spending and rigorous retrenchment, chicanery and lying, heroism and endurance, despondency and elation, defeat and victory. Yes the British Empire is at War today and each and all its component parts and the individuals composing each, embark on the hateful "enterprise", serene and with conscience clear that the cross must be borne for the salvation of freedom. The hopes and aspirations of the masses for a new deal and the travelling of suffering mankind from the long drawn-out economic depression towards a better day are torpedoed at the outset of the journey. It's no use talking of the might-have-beens; we are confronted with the necessity of solidarity and unity of purpose; little purpose can be served by indulging in contemplation, weighing blame here, praise there. But it does seem so hateful, almost terrifying to the teacher, as the truth is borne upon him that those whom he has guided and admonished, encouraged and travailed for in the days not so long ago, must be doomed to participate in the savagery of warfare; that even if fortunate enough to come back at the end unmaimed in limb or unimpaired in health, the grim experiences will have taken their toll through the missing of that enjoyment usually the lot of early manhood and womanhood. Yes, fate wills this for many of those we have guided and loved, whose careers we forecasted with fond anticipation, and visualized their fine citizenship in civil life of the future, as genuine workers in the world of tomorrow. The teacher hoped to appreciate life more by and through them: instead their ex-pupils must serve as cannon fodder to satiate the bestial cravings of Moloch.

* * * *

AS IN other crises it may be taken for granted that the members of the teaching profession will harken to the clarion call of justice; many of them will fight or nurse alongside those whom in the past

they aspired to lead into the pathways of peace and security to the larger life. Already before the full realization of the catastrophe has sunk deep down into our own beings, word comes from here, there and elsewhere of enlisting teachers' being granted leave of absence during their period of active service in His Majesty's Forces. We have faith that the rare exception will prove the rule—that Alberta school boards will rise to the occasion in giving their blessing in a practical and effective way to those who hope to return: that is to say, we hope they will each and all go formally on record (as already have the Calgary and Edmonton School Boards) as promising such that not only will enlisted teachers receive back their positions upon discharge from the forces, but that their seniority will be maintained. The Board of Administrators of the Teachers' Retirement Fund has recommended for the approval of the Lieutenant-Governor-in-Council that for the purposes of the Pensions Act, active service in His Majesty's Forces shall count as teaching service for Alberta teachers who enlist. We suggest that school boards might well follow the example set by several business firms throughout Canada and go even one step further—not only guarantee their employees who enlist that their jobs will be open for them when they return, but that in case the pay as soldier, airman, nurse, etc. is lower than they are now receiving, the employer will make up the difference to them.

* * * *

WE FEEL impelled to note two very human touches from the Old Land just before the outbreak of War in connection with the evacuation of children, expectant mothers and blind persons from London and other populous centres:

- (1) The authorities urged those being evacuated not to leave their pets behind, but in the event of this being impossible to notify the authorities;
- (2) A commentator observed that the parents of evacuating children seemed not to be particularly anxious as to where their children went or

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what might happen to them because "they placed implicit trust and confidence in the teachers" in whose charge their children were confided.

Yes even when the harrowing anticipations of bombings with attendant bloodshed and massacre and with responsibilities sufficient to make normal persons shrink, persons in high places found time to steal a thought for the welfare of helpless birds and domestic animals. We can't think that the idea behind it was purely sanitation and health: had it been so it would not have been a request but a cold matter of fact order. What a lesson, to the children particularly, in kindness and consideration to animals, more impressive and effective than a whole book could be and, because of the time and setting, more to be remembered than admonishment and teaching without example. The little girl, cuddling her kitten or carrying the bird cage, the boy leading Toby by a cord tied to a homemade rope collar will have indelibly impressed for future recollection the sense of kindness to dumb creatures of the highly placed officials of a great Empire. A nation with such officers of human sensibilities and "atmosphere" has reason to be confident that mankind must right itself, sooner or later. We refrain from commenting on the second statement: it speaks for itself.

NOBLESSE OBLIGE

IN SPITE of protests made by us a year ago against teachers' accepting a position with one school board and then, before securing any release from the Board, accepting another position, there are a few amongst us who continue impervious to a strict sense of honor in this regard. Several protests have been received from School Boards and from the Department of Education and although the cases have not yet been fully investigated, the information at our disposal precludes us from arriving at any other conclusion than that many of the teachers concerned are not worthy of standing as members of an honorable and dignified profession. We can assure school boards that the comparatively few teachers involved in this matter are being closely scrutinized. Some may be brought formally before the Discipline Committee of the Association. In one case a divisional school board is laying four cases of alleged unprofessional conduct of this kind before the Board of Reference, and if the cases are established these teachers must not depend on the A.T.A. to shield them in any way.

In order to avoid re-stating the position of the A.T.A. in this matter we reprint below the editorial appearing in these columns a year ago:

"Many complaints have been received regarding teachers who, having accepted engagement with one school board during the midsummer months, afterwards accepted another position.

"The difficulty arose, possibly, from the fact that neither school boards nor teachers were generally aware of the coming teacher shortage. Consequently, teachers, unaware of this developing condition in June and July, felt as a matter of self-protection they should lock-up a position for the next year. When the scarcity finally manifested itself many of them regretted their hasty action and accepted another offer at a higher rate of salary. Most of them did the right and proper thing: that is to say, immediately they found a better position available they communicated with their school board and

asked to be released. In most cases the school boards generously complied and left them free to accept another position. Other teachers, however, treated their first acceptance in a very casual fashion: if they notified the Board at all, they merely told them they did not intend to make an appearance at their school because they had secured a better position. Others did not even go this far: they simply remained silent, took the second school and left the board in a helpless position without a teacher.

"The legal position of the unreleased teacher is, that under Section 155 of the Act they had entered into a contractual relationship with a school board; they afterwards broke it and thereby rendered themselves liable for an action for damages. It is all very well to argue that it is a very human thing to attempt to better oneself in a salary way. However, it is no use mincing matters and trying to make weak excuses. Teachers guilty of this act have certainly overstepped the bounds of professional etiquette and are liable not only to the school boards for breach of contract but are also liable to be brought as defendants before the Discipline Committee of the Association.

"A profession must be judged by the standard of conduct of its members, and since more publicity may be given to one unprofessional teacher than to hundreds who are behaving squarely with their school boards, as a measure of protection to the profession as a whole and particularly to the great majority who conduct themselves aright, it is the duty of the Association to protect the overwhelming proportion of the members who would not succumb to the temptation to better themselves at the expense of school boards and pupils.

"As a matter of self-respect alone, the pledged word of any honorable citizen is as good as his bond; but when one is a member of a professional body the carrying out of one's undertakings should surely be considered more binding than in common business dealings. In the latter case, the personal reputation of but one person is at stake, while in the former, the disrespect aroused in the minds of school board members and of the general public is noised abroad, and the disrespect due to one individual only is transmitted to the profession as a whole; the finger of scorn is thereby directed towards that overwhelming proportion of members who would and often do resist the temptation to better their position and salary at the expense of the good name of their fellow members.

"The proviso to Section 155 of the School Act (whereby teacher and board are legally bound if within five days after receiving a letter of appointment the teacher accepts in writing) was placed there at the urgent request of the teachers. It was intended to put a stop to a common abuse by school boards of revoking an appointment by letter and engaging another teacher before the formal contract had been signed. And it has served its purpose. But teachers must not assume they can have things both ways, or that the public will tolerate school boards' being penalized for reneging while teachers escape scot-free. It is easy for a teacher who has been 'ditched' to prove actual damage in the form of salary loss, while it may be difficult for a school board to prove actual monetary loss over and above petty expenses—cost of Teacher Wanted ad, postage, telephone or telegrams. However, it would not be advisable for a teacher in case of suit brought against him to feel too assured that in addition to the costs the only damages that could be awarded by the Court would be nominal. Costs of both parties to an action are no light matter at any time, but suppose a board had to engage a teacher at a higher salary, the Court might award the school board the difference. Also it is not beyond the realm of possibility that general damages also might be awarded to the school district whose children may have been deprived of schooling.

"We may say that in the event of any school board entering action against a teacher who has broken faith in the matter of engagement, the A.T.A. would not, could not raise a little finger in his defense. It hurts considerably that those whose lot for years it has been to battle constantly for the rights of teachers and to shield them from injustice and sharp practices of all kinds, should feel impelled to strike a condemnatory note of this nature. And we strike it with assurance that it will not be in vain. For their own sake, for

the sake of the profession, some of our members must be more careful and zealous in meeting their contractual obligations whether made verbally or by letter, telegram or telephone or locked in formal contract. Lapses of the type referred to above can serve no other purpose than to undermine the foundations upon which our so promising professional structure is being erected."

ALBERTA TO THE FORE

IT WAS fit and proper that at the Annual Conference of the Canadian Teachers' Federation held in Montreal last August, there should be, not only from the

Alberta teachers, but from delegates from the other provinces, definite appreciation expressed of the work done for Education on the part of the Honourable William Aberhart, Premier and Minister of Education for Alberta. Delegates from different provinces, after hearing the Alberta report, were obviously anxious to hear more and more about Alberta—Large Units, Revised Curriculum, Teaching Profession Act, etc. An opinion was expressed that Alberta was in the lead and "setting the pace" for educational reform, not only affecting Alberta, but the whole Dominion.

THE C.T.F. CONFERENCE, Montreal, 1939

MONTREAL is a remarkable city—or is it? Thirty officers and provincial delegates met in the Windsor Hotel on Monday evening, August 7th and there remained in session, with occasional escapes into the humid murk of St. James Square, until Thursday evening; moved on by automobile to Quebec City, and there resumed business on Saturday morning. Banquets are apt to be tedious anyway in sub-tropical heat, and if you think that the Conference was a giddy round of social pleasures, forget it. Busy professional men and women broke up or deferred their holidays in order to frowst for the best part of a week over matters of educational policy which have been their daily concern all through the school year.

Tuesday morning. Opening formalities are exactly nil. His Worship, Mayor Camilien Houde is a very busy man this week, and does not appear. Committees are named, and we move right into the President's report. You had better get acquainted with Dr. LaZerte now, if you have not done so during his term of office. Farm boy, teacher, inspector of schools, struggling post-graduate student, university professor—having run the gauntlet of educational experiences, Dr. LaZerte knows how to work; (he also plays competent golf and a fluky but cheerful game of billiards). He knows also how to get work from others. When I hear his peremptory voice on the 'phone, I feel a slight tremor and ask myself: "What have I got behind with now?" Out of his wide experience and observation, Dr. LaZerte has reached this conviction: "The people of Canada have a respect for education but it is a respect which in many ways is divorced from the willingness to pay for services rendered. At every turn of the road we are handicapped by lack of funds. No one realizes the truth of this statement as much as the rural teachers. They are very inadequately paid. We cannot have a real profession of teaching until the lot of the rural teachers is bettered."

That is not a pious platitude when the learned Doctor uttered it. It is the mild prelude to a cyclone moving in a northerly (also easterly, southerly and westerly) direction from wherever our President happens for the moment to be. **Rural Teachers Please Notice:** The C.T.F. Conference, thanks to LaZerte's leadership, has marched into action to make a clean-up on the greatest public scandal of Canadian life, the payment of sweat-shop wages to many thousands of rural teachers. But more of that on Wednesday morning.

The **Secretary's Report** is presented by Mr. "Charlie" N. Crutchfield, who has been a willing horse of the organization for many years. (He was President of the last Conference in Alberta in 1930). Mr. Crutchfield is principal of the fine Technical School at Shawinigan Falls, P.Q., and teacher-organization is in his blood. His report opens up much important matter, besides disposing of many side-issues, over which, though pretty enough in themselves, the Conference is in no mood to waste time.

Tuesday Afternoon. Mr. J. R. MacDonald of Prince Edward Island leads off with the first in a succession of reports from the nine Provincial associations.

Prince Edward Island is, educationally speaking, in appalling shape. If the venerable fathers of Scottish learning can see how their descendants in this far-off isle regard education, they must surely be turning in their graves. From a scrutiny of the Departmental report we find—

(a) that in spite of a large surplus of teachers, Grade X continues to be accepted as Normal Entrance standing, and students may qualify for a Teachers' License in one year;

(b) that it is a matter for mild congratulation when almost 55 per cent of the teachers in an inspectorate stay in the same schools as last year;

(c) that the school attendance for the Province in 1938 was 74 per cent. (Here are the per cent figures for ten small schools taken in succession from the alphabetical roll—73, 51, 58, 69, 65, 59, 66, 74, 61, 52);

(d) that the salaries of rural teachers are not salaries but mere subsistence doles. Here are ten of them, taken in succession from the alphabetical rolls (remuneration for full year in every case):—\$352, \$386, \$403, \$349, \$284, \$317, \$348, \$352, \$430, \$338.

And so on *ad nauseam*. The report of the Prince Edward Island delegation reflects the almost hopeless decrepitude of the system, with little prospect of inspired leadership unless it comes from the organized teachers with the C.T.F. behind them.

Nova Scotia is only partially represented this year, but her report is ably submitted by Mr. A. F. Laidlaw of Port Hood, N.S. Mr. Laidlaw nearly touches off a first-class debate on the subject of Statutory Memberships in teachers' associations, but the moment passes. Instead, he gives rise to a general survey of Pension Legislation across the Dominion. One province has this generous provision, another province has discovered this weakness. Mr. H. W. Creelman (B.C.) eloquent apostle of actuarial soundness, fears that the recent Alberta enactment is pretty bad business; the Alberta delegation sits back and takes it with an air that suggests, "We are prepared to take care of any contingencies." Out of the discussion arises a resolution calling for a survey of Canadian superannuation schemes and the preparation of a model scheme in which all valuable features, including actuarial soundness, shall have a place.

New Brunswick. The Statutory Membership issue gets an airing now. Mr. H. C. Ricker of St. John is an old-timer round these conferences; his report is vigorous and lucid. He quotes an influential body of opinion to the effect that one volunteer member is worth two under compulsion. That brings John Barnett (Alta.) to his feet, naïvely out of order but (between you and me) well aware of it. He deplores the stigma of compulsion; when a young doctor or a young lawyer joins his professional society he is not resentful of

compulsion, but glad and proud to take his place and shoulder his responsibilities in the professional ranks. So are the teachers in Alberta. (And in Saskatchewan, indicates Mr. Sturdy.) Statutory membership puts an end to the laborious and never-completed task of canvassing, and liberates the organized devotion of teachers for real educational enterprises. Good stuff, and John did well to get it in.

Wednesday morning. Progress reports of Committees are quickly cleared away, and the main theme of the Conference is presented, viz. **Salaries and Salary Schedules in Canada.** Powell and Shaul cover an 80-page document from the Alberta Research group, and Bolton of Saskatchewan rounds off an excellent piece of work which has occupied his research group during the past two years.

Here are some of the findings:

There are about 64,000 teachers in state-controlled schools of Canada.

Salary statistics are available for 58,987 of these.

Of that number, 19,119 teach for less than \$600 a year — enough teachers for nineteen Winnipegs, or for all three Western Provinces and half of Manitoba.

The girl who binds your school books earns at the rate of \$713.50 a year. More than 22,000 women teachers and about 3,000 men teachers are paid less for expounding and amplifying the books than the girls for binding them.

More than 8,000 teachers are paid less than \$400 a year.

Nearly 37,000 teachers (or about 62 per cent) are paid less than average minimum for unskilled factory labor — by that we mean the worker who goes round with broom and barrow sweeping shavings off the floor.

So poor is the vocational outlook in teaching, that but 1 in 37 of male university graduates goes into Education.

That is barely the beginning of the story, as told by the three western delegates. The old tradition of Canadian reverence for education and culture is exposed to ridicule as a thing of shreds and tatters, a mere form of words with few sacrificial dollars behind it. Something happens to this Conference as the story unfolds; passion and hard resolution are here. From B.C. (and B.C. alone has none of this shame of teacher-slavery) come the first words of high commendation and support. Prince Edward Island with its teaching body on a median salary of \$484, is elated by the hope of nationwide publicity and action. And all points between are glad to see this concrete bread-and-butter issue, the economic distress of the Canadian rural teacher, coming to a fight at last.

Later in the discussion, substantial funds are voted to bring the Salary report before Parliament, before public bodies generally and before the teachers themselves and the funds are placed in bold hands.

Let me not omit to mention here that F. R. Bolton, reporting for Saskatchewan, made a careful appraisal of the Strike as an economic weapon for the use of teachers. While the Conference did not by resolution express an official endorsement or otherwise of teacher-strikes in the abstract, you can take it from your reporter that the Conference was strongly in this view:

The continued economic degradation of teachers over vast portions of Canada cannot fail to produce a parallel degradation in the moral and intellectual quality of teachers recruited into service, with a disastrous decline in the training given to the children of Canada. If nothing short of Strikes will arrest the economic degradation of teachers, then for the salvation of the children teachers will have to strike.

Out of the salary debate, two resolutions are passed, to be conveyed by President LaZerte of the C.T.F. to this other self, President of the Canadian Council of Educational Re-

FIRST IMPRESSIONS

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search. The first resolution asks the Council to sponsor a scientific study of taxpaying ability in the Canadian provinces, (so that the need for Federal aid to education, if real, may be made apparent and subjected to measurement.) The second resolution asks the Council to sponsor a thorough study of principles relevant to the construction of teachers' salary schedules, and the preparation of a series of such schedules along the lines of the Burnham scale in England.

Thursday morning, afternoon and evening. Mr. Haines of Moncton, N.B. whose quiet, dogged interrogations were a feature of the earlier sessions, now has plenty to do as Chairman of the Steering Committee, for we are behind schedule. Committees report briefly and to the point. The 1940 Conference is to meet at Niagara Falls, and Major Bolton of Peterborough voices the gratification of the Ontario delegation and teachers. From the Resolutions Committee comes this one: "That Dr. LaZerte be named to direct the campaign to secure Federal Aid for Education, and that adequate financial provision be made for this campaign." Carried with enthusiasm. The President is not going to enjoy much retirement next winter; but—as we hinted before—he knows how to set good men to work.

Now there are more provincial reports, all of them interesting—one or two momentous. Manitoba reports 800 teachers enrolled in the provincial Hospitalization service on payment of 75 cents a month for the individual or \$1.00 for the family. "The salary situation in this Province is deplorable . . . The average salary paid in the rural one-room school is \$540. . . The whole problem of education in this Province is intimately bound up with markets, whether we like it or not." Saskatchewan, in addition to the work of Mr. Bolton's Committee, presents two reports, one along the usual Association lines, the other a very fine brief on School Administration and Organization, urging the merits of the Larger Unit. This Larger Unit issue is now becoming prominent all over Canada, and the Saskatchewan document is a manual on the subject which all responsible bodies should con carefully. But—there's no evading it—Saskatchewan's main problem is the rehabilitation of her teachers. For the year ending March 31, 1937, Saskatchewan's liquor bill was \$6,720,000 and her payment to teachers was \$4,501,000. The median salary of her 7,341 teachers in 1938 was only \$558, and 4,376 of these received less than \$600. No wonder that the S.T.F. is carefully organizing a movement of its teachers not to accept employment under \$700. (Daily press, August 23: "Saskatchewan school teachers apparently have decided to put into effect immediately strike strategy planned by the provincial federation for next spring. . . Several schools due to open in recent weeks are still closed, due to failure to get a response to advertisements offering salaries of less than \$700." More power to you, Saskatchewan teachers! You are on your way back to life, decency and dignity.)

Reference to the other Provincial reports would be useless unless elaborated; and space forbids a detailed survey. But Ontario, Alberta and British Columbia too have their ambitions and their griefs, in the discussion of which the Conference adds something to its fund of insight, political wisdom and available experience. Out of it all, quite unmistakably, the C.T.F. is gaining power, and training leaders. I was here ten years ago, and I find the difference astonishing. No longer is it necessary to disarm every forthright statement with a mild witticism about effete East or callow West. These ten years have wrought havoc in the schools of Canada and at the same time have brought Canadian democracy "face to face with such an hour as, perhaps, mankind has never known since Leonidas stood up to the Persians at Thermopylae—and was betrayed by a poor illiterate lout who didn't know the first thing about the ideologies behind it all." There is a job to be done for Canadian education, if there is still time to do it; and the C.T.F. will not let it go undone for want of united purpose.

Friday is admittedly a holiday. It is important that Quebec, the legislative centre and in a special sense the religious and historic capital of French Canada, should be contacted by our organization, and so we go there in cars (provided by delegates and by teachers of Montreal). The route is via Sherbrooke and Thetford Mines through the lovely Eastern Townships.

Saturday morning. The last reports are read, including an up-to-the-minute job by Mr. D. S. McMullan of Quebec City on Visual Education. Important resolutions are put in final form—there is vigor in all of them. Saskatchewan's drive for a new deal is assured the support of the C.T.F. In succession to the veteran, E. K. Marshall of Winnipeg, Powell of Edmonton is appointed publicity editor, with instructions to broadcast the facts about Canadian teachers' salaries until the welkin rings.

The thanks of the Conference go to the many who have worked in the business or entertainment of the week. Finally the new officers are elected for 1939-40.

President: Mr. F. N. Stephen, Montreal.

First Vice-President: Miss E. Anderson, Hamilton.

Second Vice-President: Mr. J. M. Thomas, Cobble Hill, B.C.

Secretary-Treasurer: Mr. C. N. Crutchfield.

A very fine slate indeed. Your reporter is especially pleased to see the Thomas-Sutherland-Creelman triumvirate—quite the most interesting and influential delegation of 1939—given well-deserved recognition.

So ended the C.T.F. Conference of 1939, which was the beginning of many things. You rural teachers, if you are not in your Provincial Association, please get in. We want to talk to you. We want to work with you and for you. The things you have suffered under the pretext of depression are a scandal to any British society, and the C.T.F. is determined to end them, whether it takes two years, or five or ten. Get into your Association and strengthen our forces.

"B. BATTLE AXE".

TEACHERS!

Our new 1938-39 No. 54 Catalog was mailed to you last fall, but if this copy has been misplaced or lost then another will be gladly mailed upon request.

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Two Aspects of Larger Unit School Administration

By MR. JOSEPH W. HALINA, Ranfurly

SOME time ago I read the following passage in a magazine article under the title of "A Challenge to Democracy". Circumstances make it necessary to omit the name of the author and the magazine.

"Democracy", it went on, "is a line of government best fitted to the various points at which are concentrated the different forces of social inertia: intelligence and ignorance, skill and unskillfulness, parochialism and cosmopolitanism, vested interests and the interests of the propertyless, etc. Such democracy continues as long as that line shifts, as the value of these points changes: as more intelligence supersedes ignorance, the less rampant does political racketeering become; the more extensive the dispossession that consequents concentration of property in fewer hands, the greater does the strength, numerical and moral, of the former become and it rises to power.

"Keeping that in mind, view this challenge of dictatorial criterions of efficiency, for, consequent upon the nature of democracy, the challenge is in essence a challenge to a people rather than a form of government. The important conclusion emerges: founded as it is on the massive inertia of humanity, it is the democratic efficiency resultant of solution of the problem of making human individuals more intelligent and skillful that will be civilization's only sound efficiency, laborious as may the process of arriving at it be. In the ultimate, the dictatorial solution escapes the body of the problem and is only a sporadic manifestation of individual impatience amidst unhealthy social and economic conditions."

I spent some time chewing this abstraction on an application of the empirical formula. It had a particular pertinence to me who am engaged in a reformed school administrative organization.

Of course that is in no way strange once we remember that education is the cardinal means of civilization's becoming more efficient and that it is the educational administrative organization that is being reformed in Alberta with a view to making it more efficient. It is only logical that, if we are to make our people more efficient, if we are to accelerate the processes of making them efficient, we must meet first the prerequisite of making more efficient the machines wherewith the results are to be accomplished.

To start with the beginning, it will be remembered that some of the fundamental indictments of the Alberta Government's introduction of the larger units were founded on our concepts of democracy. There were the following arguments:

(1) If the larger units were to be introduced, they had better be introduced democratically rather than "from the top". (With this grudge I will not deal for the simple reason that a short time ago Dr. Sansom dealt with it more than capably in this very magazine. The second is the more formidable argument).

(2) The larger unit is a negation of the principles of local self-government and a usurpation of democracy inasmuch as it places school administration closer under the wing of the provincial government, thus rendering the educational organization more vulnerable to dictatorial tendencies.

The problem becomes endowed with appalling dimensions. We have launched a reform that is more far flung in its effects than we knew; certainly it extends in principle at least beyond the strict limits of educational administration. Forgetting petty grudges, observe the wider horizons: We have involved here two immense problems of our day. You have first, in the indictment, the question of curtailing democracy. In the second place you have the challenge of efficiency which this "curtailment of democracy" has been meant to answer in the particular sphere to which it applies. Is it really

impossible to achieve efficiency without curtailing democracy? Is dictatorship the inevitable future of the world? Or has somebody been making forty wolves out of a mouse?

I.

Granted that the large units must meet the major part of their "Reckoning" on the grounds of efficiency. That was one of the major objects they were meant to achieve, and if they did achieve it, the warrant for their introduction becomes tragically reduced. With two years of experience gone by, we should have at least been able to perceive some general tendencies.

The salient "economic" problems of the education organization of the past have been: (a) the past itself—which is as comprehensively expressible in the word "Debts". (b) maintenance of educational service, facilities, equipment, personnel, etc., as a part of current operation. (c) Administration.

We will put the case for the past administration in the first respect in this blunt way: A democracy of the lips alone is an illusion. The economic criterion is stubborn and must be reckoned with. If the past administration, whatever its nature, was succumbing to prevailing conditions by going into debt at the rate—as in our case—of \$75,000.00 for 50 districts in 10 years; it was heading for some sort of "Last Chapter" and sooner or later it would have had to confront the inexorable rule of the Survival of the Fittest.

Of course it may be said, and justly so, that it is not the fault of a school administrative system that economic conditions should have been conducive to descent into the maelstrom of red figures and reduction in and deterioration of educational services. But the insolent facts persist and conditions were not changing: the little red school house was being devoured by red deficits and, whether economic reform was coming or not, this humble little laboratory of efficient human beings had to be rescued and kept going.

Let us see what the accumulating debt was constituted of: The older half, and for its age the more respectable one, was composed of debenture contractions in connection with plant. School houses were erected in ordinary, moderately well to do communities looking optimistically to the future. Debentures were sold within the average range of \$3,000 to \$15,000. Then the tide turned. Depression struck the community. The district made its first default with a sense of contrition. The year after it made another one and the year after that, still another. Until then these contractions differed in age: from five to fifteen years. They became all alike in being consistently defaulted on each year of the depression. The interest grew at the miraculous rate characteristic of this branch of our financial order of things, grew out of the resources of the given district, the sense of contrition became stifled by inevitabilities, and according to the fate of most of the phenomena of our day, this one slipped "Out of control"—and here we may appropriately draw the sign of the cross.

The other causes of debt accumulation, or the alternative of service and plant deterioration, lay of course in the costs of operation: teachers' salaries, replacement of equipment, etc.

What nature of solution or partial solution have larger units brought to the front to face this which has become, and to various extents still remains, tantamount to a national emergency—in rural education at least?

Firstly the stranglehold of debts: Possibilities in this regard rise out of the extended scale which constitutes the difference of the Division from the district. It has become possible to get the fellows better off to help the fellows worse off. There are in every division some older school districts which started and completed their schools before the depression and these dis-

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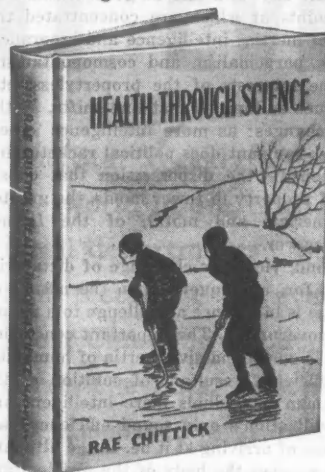
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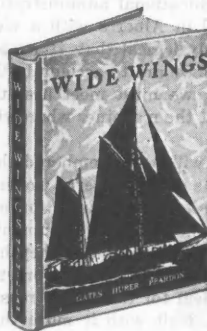


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tricts have been better able to weather the bad years and are a little better off. The resources of a division make it possible to bring up the indebted districts with the help of those without debts and with an older settlement—unfavorably as may the latter entertain the idea of pulling the other out of the well. But that is the price of the security resultant of the association of communities. Considering the limited scale of the division in this regard, a great deal has been accomplished already, even if only in making some little improvement in the services and facilities in school districts which were down and out and whose children were being unfairly denied a just opportunity to start off in life.

As we have already observed, the possibilities in this sphere are restricted. In answer to those that say the Division is too large, we would say that our short experience with one has yielded the conviction that in this respect it is far too small. The just equalization and solution of the debt problem cannot be accomplished on the divisional scale, nor even properly on the provincial scale. It must be done on a national basis by placing the burden debt and operative cost of education on the nation at large and in proportion of wealth. Let richer Canada help poorer Canada this way, in return for poorer Canada's having made and making richer Canada richer.

While the school district was an incarnation of the debt problem itself—of no fault of its own or the ratepayers—and though the Divisions are providing some answer to the emergency, it must be admitted the division is not a completely satisfactory answer to the problem. And if Divisions have done nothing else, they have done much indeed in opening our eyes to this, one of the greatest reforms to be effected in this nation if our economy is to be balanced again and our unity maintained.

In the second place, organized on a greater scale (and again we are answering the petty arguers who are so frail sighted as to see in the larger units but copying of the "American idea")—a divisional board is in a better position to face its debenture holders and put an end to fantastic growth in interest on principle, and interest on arrears, and interest on arrears of interest, ad infinitum, and argue down interest rates on refinanced debentures from 7 per cent and 8 per cent to 5 per cent. (It takes a body stronger than a divisional board to argue them down to 2½ per cent though!)

And in what is the position with respect to current operation of schools? Buildings have to go up, old buildings maintained, facilities and equipment replaced and improved, fair salaries paid to teachers. How better are divisions acquitting themselves of the duty within existing handicaps and, if you please, injustices?

The Clover Bar Division has reported this year an approximate reduction of \$1,000.00 per month in expenditures over those in 1937 and there is good reason to believe the schools are being operated at least as well as they were. Those who have read the report of the Two Hills School Division will already know that, without increasing its debts, the division has provided the full time services of a nurse, six new rooms in 1938 against three in 1937—which latter represents the average per year under the past administration—three extra teachers to the staff and a raise of an average of \$39.27 per teacher in teachers' salaries, a saving of \$3,000.00 to pupils on school supplies, etc.

How all that? The explanation lies firstly in a larger unit's being able to buy materials at an appreciably lower cost than it was possible for individual school districts. We spoke of specific examples in the December issue of this magazine. The principle applied here is that with the trend to monopolies and increasingly fewer and greater companies to handle goods, the consumer must grow, by co-operation, in proportion if he ever intends to cope with the seller and maintain a fair balance between the prices on the goods of

his production and the goods of his consumption and if he ever intends to stop being "jipped" rather than continue vainly sniffing about it.

As to financing, a new recourse has been opened to divisions in their being able to meet an effort at a given time by concentrating a year's worth of resources. Current loans may be made at low interest rates during periods of strained expenditure and fallen revenue, thus saving the costs of high interests on debts incurred through inability to pay cash (as was the case with the small district). Beyond that, the benefit of planning is reaped. Thus instead of building all schools in one year and then paying for ten (which was paying near doubly when one takes into account interest rates on debts and the rate at which materials were available to small districts), the alternative chosen is to build and equip for ten years and pay off completely each year. That is a sounder policy than it might seem to be on first thought.

In the sphere of equipment, the idea of co-operative buying has yielded most divisions an approximate average of 20 per cent saving on all, from dust pans to science equipment. There are still greater possibilities in this through the avenue of co-operation between neighboring divisions. The co-operative principle applies to texts, libraries, insurance, etc., as we had occasion to illustrate prior to this. What has actually happened is that compulsory co-operation between school districts has been effected.

Whether the extended unit of school administration is copying or not is altogether a trivial and chauvinistically void matter to take issue on. The fact remains that here is an answer to prevailing conditions and its new plan is working out better than did the one before. Inability to propose anything more than return to old arrangements surely does not convict individuals to destructive criticism.

Without being able to reform the root of the problem, which lies in the system of school taxation, many latent possibilities can be and are being exploited to achieve the maximum benefit from every dollar of revenue available under existing circumstances. And unless we are "seeing things", the reform has proven itself of benefit to both the pocket of the taxpayer and the undernourished condition of education.

II.

So much for efficiency and the economic aspect. What of democracy?

I must say that I have found that the charge of democratic and undemocratic in respect of this specific case has largely been a matter of conclusions arrived at on ulterior considerations—of personal attitudes rising out of an incomplete, often preconceived and prejudiced understanding of the situation. With certain people it is the hereditary case of placing politics sky high above public welfare. With many others it has been a case of not being able to place the full dimensions of the phenomenon within the orbit of their understanding.

I have many reasons to believe that the larger unit has given the people a measure of sounder democracy than they have had heretofore and at the same time—which may be unbelievable—it has purged the past liberty of many of its mis-uses.

Casting aside our vanities, our swollen prides, our personal opinions, what are the basic facts?

1. The local boards have lost final right of ruling over disbursements. But any disadvantage consequent upon this would be difficult to see. All bills on essential services and goods supplied to a school are approved by local boards and paid by the central body. Every reasonable bill is paid now as it was in the past and unreasonable disbursements only have become impossible. Since on the larger items the central board is able to arrange on the divisional scale, and

therefore to the benefit of education and the rate payers, it would be hard to tell what economic or other disadvantage to education or the ratepayers it may have been to limit the local board to a power of representation which representation is effective in degree to its propriety.

2. The local supervision of the school continues as in the past with no more than the constant vigil of a central office. The unavailability of the latter nature of attention was sensed as one of the main deficiencies of the past administration where the board and secretary-treasurer used to wake up to the responsibilities only when a serious situation developed. And when the addition of these services has resulted in a decrease in cost of administration (\$883.05 per month in our Division), an improvement has been made.

3. Finally, what constitutes one of the ever-present major items of expenditure in education, the teaching services, has come under divisional supervision—the hiring, the firing and the paying. For many years two objects were awaiting attainment in this sphere: firstly, to give the teacher pay commensurable with his duties and which is a requisite to his acquitting himself properly of his responsibilities; secondly, to remove him from influences which stifle his abilities.

It is here indeed that one of the most innocent abuses of liberty has been done away with. If any local board has cause now for dissatisfaction with a teacher on legitimate grounds, objections are heard and in such cases of dismissal the local board has the co-operation of not only the central board but the A.T.A. itself. But the ulterior considerations which might be collectively termed "parochial" (religion, nationality, petty politics, etc.), have neither place in education nor are they legitimate. And if the reform has cut down on the excrescence of this "liberty", in this regard, it has certainly advanced the case of democracy.

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The security which eventuates from these changes and the efforts of divisional boards to pay the fairest possible wages will give the teacher freedom and courage and material possibility to become an independent citizen of the community in which he or she practices his or her profession of moulding to-morrow's citizens. Surely that is when our teachers will become the assets which they could be to our communities.

On the other hand, the powers of divisional boards have been extended in measure with their scale. Beyond the boundaries of strict legality, it might be added the Department of Education rarely acts against sound advice of a divisional board. And inasmuch as the divisional board is closer to the electorate than the department and directly responsible to the taxpayers, the right of the elector to govern himself and his educational institutions has in effect been extended.

An auxiliary trend deserves observation. In the past the trustees' association was organized under a provincial executive, with a thousand or so delegates attending each annual convention and their discussing, in as much time as there might have been for each one of the thousand to give vent to his grievances, propositions and resolutions, the problems of education. Most often the school district delegate to the annual convention, returning home to report to his ratepayers, had one thing to tell more than anything else: he wasn't given a chance to get IT off his chest! Today the association is in the process of reorganization under divisional sub-executives. The relations of the Divisional Executive with the Divisional Board will parallel, on the smaller scale, those between Provincial Executive and the Department of Education. There is thus 'being created a guard against Divisional Boards going "haywire" and becoming unprogressive. Also, being smaller in size, the annual divisional convention of local trustees is more thorough and effective and the provincial convention of divisional trustees and representatives from local trustees' associations should in its sphere become less a bizarre of heterogeneous opinions and again become more thorough and effective.

Thus, all along the line, the interests of the public in this, one of our greatest industries, have been reinforced by a double guard: democracy has been extended, safeguarded, and made more efficient.

Thus, as science conquers time and space and makes our world smaller, our communities, our districts, our "parishes" must extend in direct measure. Today's world wants more cosmopolitans: more of internationalism than fratricidal nationalism, more of nationalism than antagonistic sectionalism, more of broadmindedness than secluded parochialism. Democracy is not created by and composed of the word of a constitution; it depends so very much more on intelligence, toleration, good will, economic solvency and adjustment. And while in our case, there are problems—there is the need of an electorate that will not lend itself to political racket in matters pertaining to education; there is the problem of introducing into the relationships between district boards and central boards a spirit of good will and co-operation in place of futile wrangling over where the black line separating the duties of the one from those of the other lies. I have been told of a case where the anti-division campaign was so persuasive, particularly with regard to enormous increases in taxes, that ratepayers were disappointed, when after a year of operation, the mill rate refused to rise! I say, while there are problems, what we have we have. And what we have is a truly brave and lusty answer to the "Challenge of Democracy".

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MARGINALIA---

TEACHERS' SALARIES IN CANADA

"**E** DUCATION BULLETIN No. 1, 1938," issued by the Education Branch of the Dominion Bureau of Statistics, Ottawa, contains the latest available information on the salary status of Canadian teachers. The Bulletin covers eight provinces, and the statistics are for the year 1938. Quebec is now the only province not included in the summary. The salaries are tabulated for men and women separately, and are spread out in "steps" of fifty or a hundred dollars over a range of from "less than \$300" to "\$4000 and over." The total number of salaries tabulated is 49,798. The Bulletin is priced at 15 cents. It includes the following tables:

1. Salaries in all publicly controlled schools.
2. Salaries in city schools.
3. Salaries in town and village schools.
4. Salaries in rural schools of more than one room.
5. Salaries in one-room rural schools.
6. Salaries of elementary teachers in thirteen cities.
7. Salaries of secondary teachers in thirteen cities.

No means, medians, or generalizations of any kind are found in the Bulletin. Just the tabulated data. But to a statisticopathic individual tables like these are an irresistible invitation to compute percentile points and do other interesting things. Hence the table of percentiles which appears below. The percentiles are based just on Table I of the Bulletin where the salaries of teachers and administrators of all grades are thrown together.

By way of explanation it might be well to say that these percentiles are merely theoretical points on the salary scale below which approximately the designated percentage of salaries in each province falls. In Alberta, for example, the table shows that roughly 90 per cent of all men's salaries were below \$2,280 in 1938 (or about 10 per cent of the salaries were larger than this amount), about 75 per cent of the men got salaries less than \$1,422, about 50 per cent got less than \$899 (\$900), about 25 per cent less than \$800, and about 10 per cent less than \$715 (\$720).

All the other percentiles for each of the eight provinces, for men and for women, and for all the provinces thrown together in the last column, are to be read in this manner. The percentages are not exact, of course, owing to the discrete nature of salary data, and also to the tendency for salaries to be concentrated at certain points determined by minimum salary requirements, even multiples of ten or twelve (months), and other considerations. Nevertheless the percentile technique is probably the best method available to condense material of this kind for comparative purposes. But in making comparisons from province to province it is well

to keep in mind certain important considerations, such as the influence of large cities, as in Ontario, and the ratio of urban to rural population, which finds its two extremes, it may be, in British Columbia and Prince Edward Island respectively. In examining this table high school teachers will be mainly interested in the 90 percentile section, rural teachers in the 10 percentile section.

TABLE I—Percentile Distribution of Salaries by Province and Sex in Eight Provinces of Canada, Separately and combined, 1938

	P.E.I.	N.S.	N.B.	Ont.	Man.	Sask.	Alta.	B.C.	Can.
90 Percentile									
Men	\$877	\$2153	\$2119	\$3429	\$2296	\$1611	\$2280	\$2907	\$2783
Women	750	1154	1251	2135	1558	934	1623	1697	1692
Total	793	1256	1335	2379	1719	1169	1747	2323	2119
75 Percentile (Third Quartile)									
Men	659	1297	1408	2510	1540	833	1422	2249	1976
Women	547	860	796	1425	1153	648	896	1606	1184
Total	591	1016	878	1732	1198	726	1125	1671	1369
50 Percentile (Median)									
Men	545	768	754	1654	875	652	899	1488	1086
Women	469	588	561	935	681	535	845	1187	797
Total	481	598	577	1037	709	565	862	1287	852
25 Percentile (First Quartile)									
Men	450	541	536	904	634	534	800	1108	718
Women	422	481	461	690	537	458	753	912	594
Total	428	489	468	727	549	476	767	954	622
10 Percentile									
Men	408	457	447	696	516	457	715	847	557
Women	378	421	410	610	460	415	679	798	471
Total	385	424	414	623	474	423	693	811	490

One generalization which emerges from the above table is that men's salaries are universally higher than women's. There is no exception to this in any province or any category. The discrepancy is much greater in the higher brackets than in the lower. But this is not due entirely, or perhaps mainly, to the fact that men get higher salaries than women for doing the same work. A more potent factor, probably, is the tendency to give most of the higher salaried positions to men.

Another way to represent the data is to show the percentage of teachers in each province who receive salaries less than stated amounts. This has been worked out in Table II for amounts of \$500, \$600, \$700 and \$800 per year. The salaries are also given on a weekly basis for purposes of comparison with certain minimum wage schedules for unskilled labor in Alberta. In Alberta female employees in shops get \$12.50 per week (\$650 per year) after a year's apprenticeship during which they get pay ranging from \$7.50 per week during the first three months to \$11.00 per week the last three months. With minor variations as to the apprenticeship period this is the situation also in laundries, dyeing and cleaning plants, dressmaking establishments, and other such places. Waitresses in restaurants get \$12.50 a week after the first six months with pay from the start. Teachers are expected not only to serve their year's apprenticeship (at Normal) at their own expense, but (in Alberta) to pay the government a fee of \$100 for the privilege. They are also expected to have full Grade XII standing, and to go to summer school once in a while or maybe oftener. Female employees in offices get a minimum wage of \$14.00 per week. Unskilled male employees, after two years' employment during which they receive pay from the beginning, get minimum wages of \$14.00 to \$16.80 per week depending upon the terms of their employment. In examining the following table, these facts should be kept in mind. Remember, too, that the table includes, not just the lower-paid teachers, but the entire teaching service of each province.

TABLE II—Showing by Provinces the Percentage of Men and Women Teachers, Separately and Combined, Whose Salaries in 1938 Were Below the Stated Amounts

	Below \$500 a Yr. (\$9.62 per Wk.)			Below \$600 a Yr. (\$11.54 per Wk.)			Below \$700 a Yr. (\$13.46 per wk.)			Below \$800 a Yr. (\$15.38 per Wk.)		
	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.
P.E.I.....	43%	66%	59%	58%	85%	77%	87%	87%	87%	89%	93%	92%
N.S.....	16	30	28	38	53	51	49	64	61	53	71	66
N.B.....	20	37	30	40	58	55	49	67	64	55	75	72
Ont.....	—	2	1	2	8	6	10	27	22	18	38	33
Man.....	7	15	13	27	41	37	41	52	49	50	60	57
Sask.....	16	40	32	41	69	60	58	81	73	67	86	80
Alta.....	—	None	—	Less Than 1%	—	—	8	12	10	25	36	33
B.C.....	—	None	—	None	—	—	—	None	—	7	10	9
Canada.....	5	13	11	14	26	22	23	40	35	32	50	45

Pensions to Date » «

Following the enactment of "The Teachers' Retirement Fund Act" by the Legislature during the last Session, the following were appointed by the Lieutenant-Governor-in-Council to serve as Board of Administrators: The Hon. Solon E. Low, Provincial Treasurer; Mr. R. J. Gaunt of the Department of Trade & Industry; Mr. Cedric O. Hicks, Edmonton; Mr. Arthur E. Rosborough, Edmonton.

The two first named represented the Government, the latter two were nominated by the Executive Council of the A.T.A.

Early in May last the Government rented an office in the Imperial Bank Building and since that time has equipped it with office furniture and a large safe for the keeping of files.

At the first meeting of the Board, the Hon. Solon E. Low was elected Chairman, John W. Barnett, Secretary-Treasurer (without salary) and Miss Katherine MacLeod (part-time) stenographer and bookkeeper. At a later meeting, Mr. Hicks was appointed Vice-Chairman of the Board. Regular meetings are held on Tuesday evenings, each week.

The problem which immediately confronted the Board was the proposed retirement of a number of teachers by certain of the city school boards at the end of the last term. In view of the fact that the Act provided for contributions from teachers to commence in September of this year, it was necessary for the Board to secure legal opinion as to whether teachers retiring without having made any contribution could become beneficiaries of the Fund. This opinion was definitely to the effect that teachers retiring in June could not become beneficiaries under the Fund.

Enquiries from time to time come into the Pensions Office from teachers asking for particulars as to the amount of pension receivable, etc. The Executive of the A.T.A. when asking for the Pensions Bill tacitly agreed with the Government that the Association would be prepared to accept \$25.00 per month at 65 years of age as the pension which would be payable in all cases, i.e. for the first four or five years of the operation of the scheme: that is to say, \$12.50 per month from the Retirement Fund and \$12.50 per month from the Government. The Government therefore provided in the last budget for taking care of their contribution for an estimated number of teachers retiring during the present year on this \$25.00 per month basis.

Since the Board was appointed, considerable time has been devoted to the drafting of regulations governing retirement age, breakdown allowance, etc. Teachers will note that the question of any difference in amounts to be paid to teachers need not arise for some time in view of the understanding that no pensioned teacher will be paid more—nor less—than \$25.00 per month during the first four or five years of the operation of the Act. This gives the Board of Administrators ample time to survey the whole situation before deciding in any final way on a complete set of regulations or by-laws. However, a series of tentative regulations has been compiled, which now await the approval of the Lieutenant-Governor-in-Council to make them effective.

Among other things these regulations provide that:

- (a) Retirement at 65 years of age, providing that no teacher can come into benefit who is not under contract with a school board up to December of the present year.
- (b) No teacher shall be eligible to receive a pension unless he has taught in the Province for at least 20 years. N.B. The matter of allowing credits for teaching service in other parts of the Empire is under consideration.
- (c) From now on, active service of Alberta teachers in His Majesty's Forces in defence of the Empire, including service as a nurse or nursing sister, shall be considered as service in Alberta for purposes of the Act.

- (d) In case of permanent disability on account of ill health, 15 years of service in Alberta is the quota required to place a person in benefit.
- (e) No teacher can come into benefit (even though 65 years of age) who has not taught at least three out of the last five years before retiring.
- (f) No person can be paid any pension until January 1940.

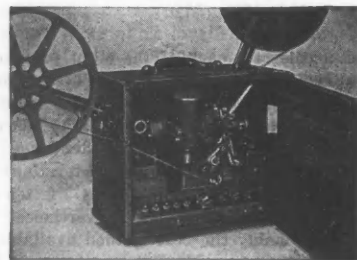
Considering the fact that teachers may be placed in benefit after the month of December next, after paying in as little as 3 per cent of his salary for four-tenths of a year—i.e. 1 1/4 per cent of one year's salary, which in few cases will amount to more than \$20.00 in all—and receive a pension of \$300.00 per year, the present arrangement, financially speaking, is not ungenerous, to say the least. Nevertheless, the Board estimates it will be possible to do this for the first four or five years from the proceeds of the 1/2 per cent contribution of all teachers as provided for in Section 5 (2) of the Act, which reads as follows:

"During the first five years of any teacher's participation under the provisions of this Act, one-sixth of his contributions shall not be placed to the credit of such teacher in his account in the Fund but shall be placed in a separate reserve fund to be disbursed as the Board of Administrators by by-laws may decide, for the purpose of creating benefits for retiring teachers whose contributions under this Act have not built up an adequate retirement benefit."

The Board of Administrators started operating without one cent of cash and, by reason of the fact that no contributions from teachers' salaries can be received until some time after the end of the present calendar year, that is, after the school grants are paid for the term ending December, 1939, the Government accommodated the Board of Administrators by advancing sufficient funds to carry on, the amount of the loan to be deducted from the amount due from funds which will be forthcoming from school board grants.

Bbard of Administrators,
per John W. Barnett,
Honorable Secretary Treasurer.

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Association Announcements

FOR PARTICULAR ATTENTION OF LOCALS:

Mimeographing to Accommodate Locals

At the last meeting of the Executive of the A.T.A. there was considerable discussion regarding the facilities which we could place at the disposal of Locals in the way of supplying them with letterheads, notice forms and mimeographed material. The General Secretary-Treasurer reported that the equipment and staff was now sufficient to take care of the needs of Locals in this regard—that is, within reason—and that such Locals as desired to have letterheads sent out from the Office could be accommodated. For example, locals desiring letterheads could order 100 or 200 or more with the same heading as that used by the A.T.A. Central Office, or one with a design similar to the top part of this page is printed, with the name of the Local printed thereon. The following is the resolution adopted:

"Resolved: that the various Locals be notified that the facilities of Head Office be at their disposal for mimeographing, etc., and that they be notified that they are at liberty to use them, but that a charge will be made at a minimum cost of labor and material only."

Collection of Local Fees

Locals are earnestly requested to assist Head Office in avoiding misunderstandings and entanglements in connection with the collection of Fees. In accordance with the change made in the By-laws, endorsed by the Electoral Vote and ratified by the last Annual General Meeting, the fees of members were raised \$2.00, which increased amount is to be rebated to the Local to which the member belongs. In cases where the Divisional, Town or Village school board is already collecting the local fee from the salary of the teachers and remitting such to the Local Secretary, there is no particular need for any change in the arrangement. However, it is suggested that after all it would be better for the school board in each case to make one operation of the matter: that is to say, make the deduction the 70c, 90c, \$1.10 or \$1.20 per month and forward the total amount so deducted each month either to this office or to the Secretary of the Local. In the past there were cases where the School Board has collected the Provincial Fee of 50c, 70c etc., per month, sent such amount to this Office and then left the Local to collect the local fee from the members individually. It was to avoid this difficulty that the local and provincial fees were consolidated. This policy gave rise to much difficulty, especially where there were several towns, village or consolidated schools in the Divisional area whose teachers were not employees of the Divisional Board. It seems that the new arrangement will work out something like this: The Divisional Board fees will come in month by month and, perhaps, the same will be the case with certain of the town, village and consolidated school boards. At the end of every month each Local will be credited with the amount of Local fees received by Head Office. In certain cases, however, the matter will not

be so simple for the reason that certain town, village and consolidated school boards have never sent fees directly to this Office or to the local secretary; they have merely allowed the Department to make the deductions from the school grant and the money has come in to this office. This will mean that some of the local fees will not be collected until a considerable time after the end of each term. In cases where the Local is embarrassed for want of ready cash to carry on by reason of this delay in receiving local fees from a significant section of their members, it is understood that Head Office may ease the situation by making an advance to the Local Executive.

* * * * *

TO THE SECRETARIES OF THE LOCAL ASSOCIATIONS:

You will remember that at the last Annual General Meeting it was decided to attempt to organize a time-table of fall conventions, the reason being that the Provincial Executive was anxious to provide outstanding speakers to make an itinerary of the conventions. However, the committee appointed for the purpose, and meeting at the earliest possible moment (September 2nd) with several other persons co-opted as members, reported that many of the Convention committees had gone ahead already and fixed a date for their conventions. That being so, it was impossible to go ahead with the original plans as endorsed by the Annual General Meeting of the Association for this year, since obviously any scheme that might be evolved would inevitably be seriously dislocated. It is therefore decided that for this Fall this Office should write to the different locals explaining that for this year, at least, the locals and convention committees are left free to go ahead with their own local arrangements as they see fit "under their own steam".

The Provincial Executive is very anxious to ensure the Fall conventions' being successfully operated and the inspirational end more strongly stressed. It was thought that by employing some outstanding speakers we should be able to ensure that their services would be fully utilized during their period of engagement by the Association. However this plan must needs be set aside for another year. Nevertheless it is suggested that local conventions might well consider making plans for co-operation in regard to convention dates for next year. The Executive therefore would like a report from your Association as to whether or not your Association planned, at the convention, ways and means for co-operating with the provincial body one year from now. It necessarily means a certain amount of organizing and planning before next mid-summer vacation and the right place to commence is at the fall convention.

* * * * *

IMPORTANT

Kindly see that Head Office is notified immediately of any changes in the Executive of your Local or Sub-local.

NOTICE TO HOLDERS OF CHARTERS AND CERTIFICATES

Kindly advise this office when you surrender the Charter or Certificate of your Local or Sub-local into the keeping of your successor. If you do not know the name of your successor in office, send the Charter or Certificate to Head Office, addressed to the Alberta Teachers' Association, Imperial Bank Building, Edmonton, and we will forward it to your successor.

CHANGE OF CONTRACT OR SCHOOL

REGISTRATION: According to *The Teaching Profession Act* every teacher is under a legal obligation to give notice in writing to the General Secretary of the Association whenever the teacher changes his school or enters into a new contract of engagement with a school board, giving the following particulars:

- (1) Date of his employment or proposed employment;
- (2) Salary rate.

Teachers who omit to attend to this obligation are not only (technically) guilty of an offence, but cannot expect to be placed on *The A.T.A. Magazine* mailing list.

By filling in the **REGISTRATION FORM** in this issue, the thing will be done. **DO IT NOW!**

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WEDDING BELLS



MR. AND MRS. WILLIAM E. KOSTASH

Mr. William E. Kostash and Miss Mary Maksymiuk were married in Edmonton on July 14. Mr. Kostash is A.T.A. District Representative for N.E. Alberta and Principal of the Hairy Hill School. Mrs. Kostash taught on the staff of the Hairy Hill School.

HAVE YOU REGISTERED?

If you have not registered since you entered a contract with your present District, as required by *The Teaching Profession Act, 1935*, as amended, fill in and return this form to the Alberta Teachers' Association, Imperial Bank Bldg., Edmonton.

There is no provision in the Act for employed teachers to make direct remittance of fees to the Association.

TEACHER'S NAME (in full)

Home Address School Address

Present School District No.

When did you commence teaching in above District? 193..... Annual Salary \$.....

Name of Previous School District No. Address

When did you leave previous school? 19.....

Permanent Certificate (yes or no) Class Signature

ORGANIZATION AND WORK OF STUDY GROUPS

By Dr. M. E. LaZERTE, Director, School of Education,
University of Alberta

SEVERAL teachers have asked for assistance in organizing study groups in the Sub-locals. A few suggestions are here offered.

The members of a sub-local may select for intensive study any one of several hundred topics. If they select a topic such as "Character Education" or "The Social Studies Curriculum: Its Aims and Content", they will read, report upon and discuss together the available literature on the selected topic. If, however, the topic selected were one such as "The Improvement of Reading Ability in Grades I to IX", reports and discussions should be followed by investigation of pupil-attainment and this in turn by remedial instruction designed to improve the attainment of pupils.

The majority of study groups will be compelled to restrict their study to topics of the first type, because their members will not have the money with which to carry through a supervisory programme or the detailed knowledge of ways and means of making the larger programme effective. There is almost unlimited scope for activities of the simplest study-and-report type. There will be difficulties even here in finding suitable bibliographies and in obtaining the worth-while books. Assuming that these are available it is essential that all members participate in the work done or meetings will deteriorate into listening sessions that will prove rather uninteresting to all present. A group of twelve to twenty professional folk should and will have scores of topics in which there will be a common interest.

Let us assume that the teachers of a sub-local are to meet monthly throughout the year (roads and weather permitting), and that at the September meeting they decide to undertake the Study and Supervision of Reading. What might their year's programme be? Probably the following general outline is rather true to type.

September Meeting: Reading programme decided upon; group leader appointed. Constituent groups formed within sub-local according to grades taught by individual members. Books ordered, these to be studied, reported upon and discussed at next meeting; specific topics: What are the accepted grade standards in rate of oral reading? In rate of silent reading? What are the common errors in oral reading? In silent reading? What remedial measures are most effective for each of these errors?

Suggested Books for Study

Cole: The Improvement of Reading.

Gates: The Improvement of Reading.

Harrison: Reading Readiness.

Iowa Plan for Directed Study through Work-type Reading (1939 bulletin).

McCallister: Remedial and Corrective Instruction in Reading.

Monroe: Children Who Cannot Read.

Monroe: Remedial Reading.

Stanger and Donohue: Prediction and Prevention of Reading Difficulties.

Russell, Karp and Kelly: Reading Aids Through the Grades.

October Meeting: Discussion of questions assigned at September meeting. Distribution of test material to be used

in determining (a) the ability of each pupil; (b) the grade standing of each pupil in both oral and silent reading, and (c) the errors made by each pupil in both oral and silent reading.

November Meeting: Reports of testing programme; comparison and evaluation of results. Definite supervisory programme outlined. (See Iowa Plan for Directed Study.)

January-April Meetings: Progress reports. Discussion of results. Suggestions for improvement in procedures. Arrangements for re-testing at end of year to evaluate work done with classes during the winter.

May Meeting: Reports on re-testing; comparisons; discussion.

Specific tests have not been named above. This topic cannot be dealt with briefly. Thirty-five teachers spent five weeks in July and August getting ready to do this job. Those of you who are in sub-locals with these teachers are urged to co-operate fully with them in whatever work they undertake during the coming months.

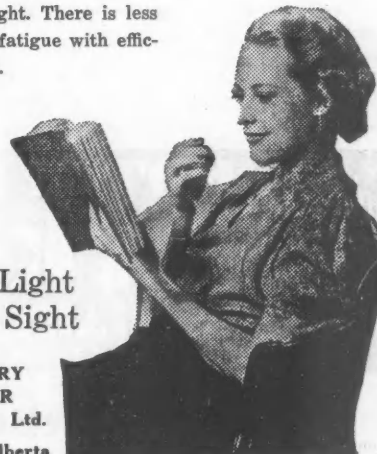
The Executive of your Association hopes that many study groups will be organized this winter. As in the past the Association is ready to purchase books and loan them to sub-locals whose members will roll up their sleeves and go to work.

The A.T.A. Executive has decided that, in order to assist those Sub-locals which are carrying on with the Supervisory Programme on reading sequent to the Summer School Course in the Psychology and Supervision of Reading, they are prepared to pay 75 per cent of the cost of testing material. It is suggested, however, that the Locals might also obtain financial assistance from their School Boards towards the purchasing of material for testing students.

All testing material used must be that which has been recommended and approved by Dr. M. E. LaZerte.

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EVALUATION IN SOCIAL STUDIES I and II

By STANLEY CLARKE, B.A., Two Hills, Alberta

THE main theme of the members of the Progressive Education Association at our recent convention seemed to be: Purposes of Objectives, Methods, Evaluation. In Alberta the purposes or objectives of each course are largely set for us, although some variation is possible. However, as the brilliant speakers of the Progressive Education Association so ably maintained, once the purposes are thoroughly accepted, then a very careful attempt at evaluation must be made to determine whether these purposes are being realized. With that in mind I very carefully examined the purposes of Social Studies I and II, as given by Miss Mary Crawford at the Social Studies sectional meeting of the last High School Teachers' Convention. Mr. D. Innes, also a member of the sub-committee on Curriculum revision for Social Studies, approved of her statement of purposes. Here it is, just as I jotted it down at that meeting: "Aim or object—citizenship to save democracy. Work together, help each other, train leaders, develop an idea of a free, co-operative society—should give students a background for citizen's decisions and an emotional drive to serve their fellow man."

Using this statement of purposes as a point of departure, it is obvious to the thoughtful teacher that it is no easy matter to determine at the end of the year to what extent the above purposes have been realized. Somehow, one must test the student's basic attitudes on certain matters. If this problem of evaluation can be solved, then we have completed the vital educational chain as outlined by the Progressive Education Association speakers—Purposes, Methods and Evaluation.

I have attempted a solution of this problem of evaluation in the test which follows. Each question was framed after formulating a definite problem or difficulty or need of "citizenship to save democracy" and is intended to test the student's attitude on the matter. All the questions have been related to student experience as closely as possible. I felt that it would be better to obtain an accurate reflection of their attitudes on problems within their experience and risk the objection that such attitude may not operate in the larger world of citizenship, than to pose problems from that larger world which are far beyond the range of most students' experience, and so obtain "academic" responses. In the actual mechanics of the test, a system of "graded values" is used in most questions. This permits six possible ways of answering any question and so eliminates guesswork. Other questions merely ask whether a given proposal is satisfactory or not. Finally, I had the willing co-operation of the staff of teachers at the Two Hills school. The majority could not guess, after doing the test, what it was supposed to be testing. In a class of 19 students 3 more or less clearly

stated the correct purpose of the test, 7 thought it was an Intelligence test, and 9 thought it was to test reasoning or thinking. I conclude that the vast majority of students will not be able to guess its purpose. This then should prevent "canned" answers—saying what they think the teacher wants.

The hardest problem of all is marking the test. Here I invite the co-operation of any teacher who thinks the effort at evaluation worthwhile. Specifically, I would like teachers to do the test themselves and send me their answers with any comments they care to make. This will enable me to modify certain faulty items, possibly completely reject some, and most important of all, establish a "correct answer" key. I would be pleased to send a copy of the revised test and key to any teacher who enclosed a stamped, self-addressed envelope. I may say that even without a "correct answer" key attitudes for citizenship can be brought out in class discussion if teachers have pupils give reasons for their choices.

In this test each question is a separate problem. The situation is described, then three possible solutions are given. Read the problem carefully, then examine the solutions. Then place the letter which labels what you consider the best choice, in the blank following 1. In the blank following 3, place the letter of what you consider the worst choice. The remaining letter goes in the blank opposite 2. You can now check by thinking—"Is 2 worse than 1 but better than 3?"

1. You are a scholar and want to make high marks in order to win a scholarship which will send you to University, since your family is too poor to finance that. Early in the term a fellow-student comes to you and tells you that he and a group of other students wish to nominate you for President of the Students' Union. You feel that no one could handle the job as well as yourself, yet you realize that it will take considerable time from your studies.

1. _____ 2. _____ 3. _____
 (a) Refuse the nomination.
 (b) Accept, with the mental reservation that you would neglect the job if necessary to concentrate on your studies.
 (c) Accept the nomination, determined to fill the office well if elected, regardless of the effect on your marks.

II. There is an election for officers of the Students' Union at your school. One student says he isn't going to vote. Another says he ought to. Consider these reasons which were given for not voting.

1. _____ 2. _____ 3. _____
 (a) It doesn't make any difference which side gets in.
 (b) "I don't know any of the candidates or what they stand for."
 (c) We ought to have a director of each activity (say a teacher) instead of the Students' Union sponsoring and controlling it.



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III. At another meeting a motion is before the Union to spend all the available funds on sports, completely cutting off the Literary Society, Library, and other activities. You do not believe that this should be done. In these circumstances you should:

1. _____ 2. _____ 3. _____
- (a) If the motion passes withdraw from the Union in protest.
- (b) Talk against the motion as well as you can.
- (c) Say nothing at the time, but if the motion passes, lead a movement to boycott school sports.

IV. (Note that questions IV and V are not answered like the rest). In the discussion of the motion in question III the following arguments were advanced. Some are satisfactory, i.e. they are valid and (or) bear on the subject. Others are unsatisfactory for various reasons. Assuming that statements of fact are true, place the letters opposite the classification you think fits the corresponding argument. (You do not necessarily have to agree with an argument which is satisfactory).

- Satisfactory _____ Unsatisfactory _____
- (a) "The motion is no good. Why, the mover even failed 4 subjects last year."
 - (b) "In these times of crisis when the Nations are willing to sacrifice everything for armaments, surely we should be willing to make a similar sacrifice and give up some other things for sports."
 - (c) "Sports build healthy bodies in the participants."
 - (d) "Only a fool would support the motion."
 - (e) "It has been proven by questionnaires that students are more interested in sports than in any other activity."
 - (f) "The great Russian chemist, Molonov, says the schools should interest themselves more in sport."
 - (g) "If more money were spent on the literary society it could be a lot better than it is. Then more students would attend its meetings."

V. At the first meeting of the Students' Union in your school, the following proposals are made for incorporation into a constitution for the Union. Place the letters opposite the classification you think fits each proposal.

- Satisfactory _____ Unsatisfactory _____
- (a) "Any motion shall pass by a majority vote of the members present at the meeting."
 - (b) "The President of the Union shall have power to veto any motion."
 - (c) "All students shall be forced to attend meetings just like regular classes."
 - (d) "Fees shall be set by majority vote and shall be paid by all, even those who opposed the fee finally settled on."
 - (e) "The President does not vote on motions except in case of a tie."

VI. Your school decides to beautify the grounds by planting trees. The aim is to have the school grounds one of the community's beauty spots in ten years' time, so that the community may well be proud of it.

1. _____ 2. _____ 3. _____
- (a) Have the trees planted on Arbor Day by students, their parents and teachers.
- (b) Hire a man to plant them on Arbor Day.
- (c) Have the teachers and students plant them on Arbor Day.

VII. One of the boys in the Sociology class is a Red—a definite Communist. Many students are not yet well informed and are easily influenced.

1. _____ 2. _____ 3. _____
- (a) The teacher should cut him short every time he starts to say anything in discussions.
- (b) The teacher should argue with him and show him where he is wrong.
- (c) The teacher should keep in the background as far as possible and let him and the other members of the class discuss all matters freely.

VIII. Your Social Studies class has a chairman and a secretary. The teacher thinks every student should have a chance to fill these offices. However, you know that when there is a poor chairman and a poor secretary, the whole class suffers. You should try:

1. _____ 2. _____ 3. _____
- (a) To take off one S. S. period for the class to discuss the matter and do what the majority decides.
- (b) To get all the students to agree to elect all the more capable students to these offices first.
- (c) To let everyone know that you will refuse to serve in one of the offices yourself if the other officer is what you consider incapable.

IX. Your School Board has four different offers from contractors to build an addition to the school. They are different in price, plans, materials and so on. To choose the best offer the Board should:

1. _____ 2. _____ 3. _____
- (a) Hold a meeting of the ratepayers and let them decide.
- (b) Hire an impartial expert and accept his advice.
- (c) Appoint a committee to investigate the matter and report to the Board.

X. The school baseball team is scheduled to travel to an important inter-school meet next day when the best pitcher "throws his arm out". In discussing the situation, with the captain, one player, John, says he would rather not go than be "whitewashed". Another, Andy, replies that he thinks the team should go even if they would be. Then the Captain asks your opinion.

1. _____ 2. _____ 3. _____
- (a) We shouldn't go if we haven't any chance of winning.
- (b) Put the next best pitcher in and go.
- (c) Without notifying the meet authorities of the change, get Tiger Spreul, who finished Grade XII last year, and is now pitching for the town team, to pitch for the team.

XI. You are convinced the "X" political party is misleading the people. A speaker belonging to this party is addressing a meeting. You should:

1. _____ 2. _____ 3. _____
- (a) Not attend the meeting.
- (b) Go to the meeting and try to break it up (use rotten eggs if necessary).
- (c) Go to the meeting and try to refute the speaker during the question period.

XII. (Note: This question is answered like numbers 4 and 5). The speaker of question XI suggests the following solutions of certain modern social problems. Some are satisfactory, others not. Place the letter of each solution opposite the classification which you think best describes it.

- Satisfactory _____ Unsatisfactory _____
- (a) In the long run, it is better for the government to provide direct relief for the unemployed instead of trying to give them jobs.
 - (b) Along with direct relief, the unemployed who are fit should be forced to take military training so that they may be of some service to the country.
 - (c) It would be best for the nation as a whole to have all doctors and hospitals supported by the state funds, partly from taxation and partly from individual subscriptions, then supply free health services.
 - (d) There should be a law passed to make strikes, lock-outs and boycotts punishable offenses.
 - (e) Every nation should try to discourage economic nationalism, i.e., the theory that each nation should produce all the commodities and materials it needs so as not to be dependent on any other nation.

XIII. You have an opportunity to join a discussion group of young people. This group discusses modern social problems very freely, its aim being to educate people towards reform for a better society. You know that your father can get you a job as soon as you graduate from school, in a firm which would oppose any employee supporting many of the proposals discussed in the group you are considering joining. You should:

1. _____ 2. _____ 3. _____
- (a) Refuse to join the club because that might spoil your chances of getting a job.
- (b) Refuse to join the club since one person cannot do much toward reform.
- (c) Join the club in order that you might do your bit toward bringing about reform.

XIV. There is little doubt that the unemployed are susceptible to radical propaganda, and some argue that they thus constitute a disruptive element in the state. One person suggests that as soon as a man becomes unemployed he should be forced to go to a government labor camp and there kept at such work as forestry, under a strict surveillance. What are the relative merits of these principles which bear on the above case?

1. _____ 2. _____ 3. _____
- (a) The welfare of the State is more important than that of the individual.
- (b) We wouldn't want to copy anything that Germany does.
- (c) Individual liberty is the most valued thing in democratic nations.

CORRESPONDENCE

The Editor,
The A.T.A. Magazine,
Edmonton.

Dear Sir:

I am glad to see that Mr. Raymond Shaul, our new president, puts his finger on the weak spot in rural education in Alberta first crack out of the box. He remarks that for certain rural districts "We must look for increased educational grants." As a matter of fact all rural districts need increased educational grants, and until they get them recent legislation will prove nothing more, as far as improved educational facilities are concerned, than propaganda for the government.

Rural education for years has been carried on by youthful and underpaid teachers in the country districts. The function of the small unit was to keep down their salaries and if necessary to keep them out of their salaries—a policy quietly connived at by the Department. The larger units will be more efficient and will probably pay the salary agreed upon, but there is very little promise of improvement in the status of teachers until their salaries are definitely paid by the Government of the Province whose legal duty it is to provide education for the Province's children.

Until that time comes—and the position of agriculture promises constantly to decline financially—all the much touted new machinery will for the rural community amount to very little.

Yours very truly,

J. E. Buchanan

Spruce Grove, Alberta.

C.T.F. NEWS

SWEDEN TO TEACH ENGLISH

As an experiment, English is to supersede German as the first foreign language in 26 secondary schools in Sweden. A Royal Commission last year recommended a complete change from German to English.

NATIONAL EDUCATION ASSOCIATION

The following publications are announced by the Research Division of the NEA, 1201 Sixteenth Street, N.W., Washington, D.C., where they may be obtained:

The Review of Educational Research for December 1938, "Educational Tests and Their Uses", represents the third cycle of treatment of educational tests. The literature reviewed covers in general the period from July 1935 to July 1938. The Review may be obtained for \$1.00.

"Salaries of School Employees, 1938-39," Research Bulletin for March 1939, summarizes the ninth biennial survey of salaries paid to city school employees. Gives trends, medians, range, and distribution of salaries paid the various types of school employees in 1,850 city school systems. Also contains supplement on salaries paid to rural teachers. 32 pages, 25c.

A FACT A DAY

We are glad to again refer to these booklets which are issued frequently by the Dominion Bureau of Statistics. They can be obtained from the Department of Trade and Commerce. They all contain an amazing amount of interesting and valuable information about a multitude of things in which school boys and girls would be interested. Copies should be in the school library, or, better, on the library table.

OBITUARY

MR. H. B. TROUT, B.A.

The teaching profession lost one of its most valued members in the passing of H. Bern Trout at the University Hospital, Edmonton, September 2nd, 1939. Mr. Trout was born



at Kemble, Ontario, October 14, 1890. It was there that he received his elementary education. His high school education was received at Wiarton, Ont. From there he proceeded to the Normal School at London, Ont. He taught at Richard's Landing, Ont., from which place he enlisted for overseas service in 1915. At the front Mr. Trout had a brilliant military record, being promoted to the rank of Captain as well as winning the Military Cross with bar for conspicuous gallantry in action.

After the war Mr.

Trout came to Alberta. He taught at Round Hill, Grande Prairie and Central Collegiate, Calgary. While teaching in the schools Mr. Trout was always a member and active A.T.A. worker. In 1926 he graduated from the University of Alberta with honors in English and History. He was working on his M.A. when illness interrupted his studies.

In 1928 Mr. Trout was appointed to the Normal School staff at Camrose as Instructor in English. From 1933 to 1935 he served as Inspector in the Barrhead district. At the end of this period he was transferred again to the staff of the Camrose Normal School. In 1938 he was transferred to the Edmonton Normal School staff where he remained until his death.

Mr. Trout was a man of careful and well-balanced scholarship, exemplifying that particular type of mental honesty which is the chief hope of education if not of civilization itself. As an educationist he was ever busy keeping in touch with the results of the most recent research. In this field, however, he insisted on doing his own thinking, but was always tolerant toward the thinking of others. As a teacher he was careful, patient and sympathetic, as his students testify. As comrade and friend "Berne", as he was affectionately called by those who knew him best, leaves a memory which is at least a partial recompense for the great loss felt by his passing.

ATTENTION, 1932-33 CAMROSE NORMAL GRADUATES

During Summer School this year, an investigation was made into the possibilities of having the year book re-printed into a suitable book. The cost of this, with individual portraits of each student, would be \$3 each if 100 copies were printed. Will those desiring copies communicate with Edward Tipman, Eckville, Alberta. If 100 copies cannot be disposed of, the venture will have to be dropped. Send no money in your letter, only your willingness to co-operate in this undertaking.

NOTICE TO HIGH SCHOOL TEACHERS

The Northern Alberta High School Teachers' Convention will be held in the Macdonald Hotel, October 5 and 6. The Convention is earlier than usual to enable you to get help in solving organization problems and in interpreting new courses. It is hoped that the good weather which usually prevails at that time will make possible 100 per cent attendance.

An Employment Survey of Two Commercial Special Classes of the Red Deer High School

C. J. EVEREST, B.Com.

THE Special Commercial One Year Course is a concentrated course for senior students. In this school many of those enrolled for the course in the last three years 1936-39 had complete Grade XII standing. It seems to be the tendency of the Department of Education to raise the number of credits required for entrance so that this one year course will become a graduate one.

This survey has been for the two years 1936-1937 and 1937-38. The total number of students enrolled for both years was forty-six. Students from Grades XI and XII were permitted to take a subject or two with this class but such students are not counted in the above numbers nor are those who attended a very short time such as a month or two.

Questionnaires were sent to each student and information

was obtained which is not given in this set-up. For instance, information regarding remuneration. Also each student was asked to report, in a general way, as to what use he was making in his employment of typewriting, shorthand, book-keeping, and filing.

An interesting fact is that the students are employed over a considerable territory—Vancouver, Regina, Calgary, of course mostly in Red Deer, and in a number of smaller places.

It is thought that there may be some teachers who will be interested in the following information.

(The above article was prepared for use in the June issue of The A.T.A. Magazine, but arrived too late for inclusion in that issue.—The Editor.)

NUMBER OF STUDENTS FOR THE TWO YEARS —1936-37—1937-38

Boys Enrolled	Girls Enrolled	Total Enrolled	Not Completing Course But included in total	Those Working	
				Full Time	Part Time
			Discontinued at Easter or at some time before (Those students not counted who were enrolled for only a month or two.)	Full time (one or two years) since Graduation or at time of leaving.	Less than full time and over half time.
12 26%	34 74%	46	5 13%	12 26%	13 28%
Those Going to Normal Fall of Graduation year	To Normal Year Following Graduation	Total Going to Normal	Present Working Full Time	At Normal This Year	Girls Married
3	2	5 11%	28 61% Probably 5 or 6 Somewhat Temporary	4 9%	At School
					High School 3 In Training 1 University 1 5 11%

Employment Calling for the Use of Shorthand, Typing, or Bookkeeping.—19 — 41%.

This does not include straight clerking but does include three students in banks.

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Important Announcement

For the 1939-40 school year, the Department of Education has recommended four alternative texts in General Science, any of which may be used by the pupils of Grades VII and VIII in the schools of Alberta.

One of these is the New Book

EXPERIENCES IN GENERAL SCIENCE

By Henry Bower, M.A., D.Paed., Normal School, Ottawa, Ont., and Geo. K. Sheane, B.A., Normal School, Calgary, Alberta.

We believe that we are justified in calling the special attention of all Science Teachers in the above Grades to this new publication which covers, in one volume, the complete Course of Studies for Grades VII and VIII. No effort has been spared to produce a sturdy and handsome volume and the illustrations are taken very largely from Alberta subjects.

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Professionalism and the Sub-local

By MR. FRANK EDWARDS, B.A., Westlock

BY AN Act of Parliament we are members of a profession. Our organization is described as "a Federation of Local Associations". These Local Associations are composed of various Sub-locals, which are the basic units of our organization. And it is upon these Sub-locals that we must depend to develop our professional spirit, interest and conduct.

To be members of a profession by law is one thing; to be members of a profession in fact is quite another. It is by the latter scale that we shall be measured by all with whom we come in contact. The success of our organization is dependent upon the degree to which we develop within ourselves the professional spirit. This vital force can best be engendered through the medium of Sub-local organization.

Professional interest, spirit and conduct demand that we acquaint ourselves with the ideals and activities of our organization. It is unfortunate that all of us are not able to attend the Annual General Meetings. The business transacted at Fall Conventions is rather strange to us and somewhat hurried—strange because of lack of knowledge of Association affairs, and hurried because of lack of time. Both of these difficulties may be overcome through active participation in the meetings of your Sub-local. There, in a small group, you will be able to study Association business and become well acquainted with it; you will be able to make your voice heard in the determination of our policy; and you will become professionally-minded.

Professionalism also demands that we better ourselves academically. We find that the Sub-local will again answer our demand. It can be made a book-review club or an open forum for discussion of classroom problems. The free interchange of opinions and advice cannot help but be of value. It gives an opportunity for self help. Past-President LaZerte's course in the Psychology and Supervision of Reading will be of great assistance in this aspect of Sub-local work.

What is the price of all this? It is merely that you take the time and energy to attend some eight monthly meetings of your Sub-local. And the reward? The development of a professional spirit that will gain the respect of the public for us and for our organization, which respect will result in a consolidation of our position, a raise in the general salary scale, and a greater security of tenure. Surely the price is not too great.

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BOOK REVIEWS

CONSUMER SCIENCE—A Fusion Course in Physical Science Applied to Consumer Problems. By Alfred Haus-rath, Jr., and John Harms. Published by The Macmillan Company of Canada Limited, Toronto. Price \$2.40.

Reviewed by W. A. MORRISON, M.A., The High School, Sherbrooke, P.Q.

THERE is widespread recognition by teachers, and by pupils and their parents, that for most pupils, the usual courses in high school Physics and Chemistry are largely a waste of time.

There are many reasons for this situation. The aim of these courses is mainly university preparation, although few high school students go to university and still fewer specialize in science. The organization of the courses is logical rather than psychological; it is around laws and principles rather than around the needs and interests of the pupils; it is from the viewpoint of the producer in science, rather than from that of the citizen and consumer. The sciences are segregated into thought-tight compartments, though in solving practical problems, no such division is possible. The scientific method and scientific attitudes rarely appear in pupils' textbooks, and practically never in their modes of thought.

Dissatisfaction with the result of the traditional Physics and Chemistry courses is causing a growing emphasis on an organization of science instruction which will function in pupils' lives, which will aid them in understanding the world around them and will contribute to their ability to solve their problems.

"Consumer Science" has been written from this more humanized, functional viewpoint. It is a fused or integrated course in Physics and Chemistry applied to consumer problems and has been organized around the interest of pupils and their needs as consumers. The authors state that they are "... concerned mainly with Physical Science in its practical applications to their (the pupils') daily lives," and that "the purpose of Consumer Science is to teach the basic principles of science through the familiar objects and occurrences of everyday life. . . ."

The six units of the book are, Understanding Science, Living With Machines, Everyday Electricity, Applied Chemistry, Applying Consumer Science, and Science and the Welfare of Man. Each of these units is made up of a number of related topics. There are too many of these to list here, but a few of particular interest are, Solving Science Problems, in Unit One; Aircraft, in Unit Two; Using Electricity in the Home in Unit Three; New Giants in Industry, Synthetics, in Unit Four; Automobile Lubrication, and Refrigeration and Air Conditioning, in Unit Five; and Safe Driving, in Unit Six.

Much of the interest of this book to the student comes from its emphasis on the science of the home, of the automobile and of the machines of everyday life. Other methods for producing and sustaining interest are also utilized. At the beginning of each unit there is a short stimulating preview, and each topic is introduced by a few thought-provoking questions. Following each topic are questions which require application of the knowledge gained, and a group of suggested activities. There are summary problems at the end of each unit. A list of reference books is also given. The large number of excellent and modern illustrations is a valuable feature.

The mechanical constitution of the book is very good. The dark blue binding with silver lettering is pleasing in appearance and seems strong enough to stand the continuous

use that this book is bound to get. The type is well chosen and the paper is of good quality. The illustrations are exceptionally clear.

The average Grade XI or XII student, for whom this book is intended, may find a little vocabulary difficulty from time to time. And although there is an excellent discussion of the scientific method and straight thinking in Unit One, the teacher will wish to give more practice in these than there is in the text.

"Consumer Science" will be a very valuable addition to any high school library. Students will be interested in it. Teachers will find in it much information not readily available elsewhere. And teachers of Physics and Chemistry, in particular, who wish to increase the interest of students in these classes will find a copy constantly useful.

DEMOCRACY AND THE NEW CURRICULUM—(Third Yearbook of the John Dewey Society). Published by the D. Appleton Century Company, Inc., New York. \$2.75. Reviewed by A. E. ROSBOROUGH, B. Educ.

NO DOUBT you have frequently heard or read some statement which made you exclaim, "That is exactly what I think but it is expressed much more clearly than I could express it." Such an experience always gives us a great deal of pleasure. I believe most Alberta teachers will find many such experiences while reading "Democracy and the New Curriculum," the Third Yearbook of the John Dewey Society published in 1939 under the editorship of Dr. Harold Rugg. One reviewer said of it: "The book contains nothing new yet is one of the most stimulating I have had the pleasure of reading."

The publishers (D. Appleton-Century Company) say of it: "It is an outspoken, hard-hitting and farsighted critique of traditional education that includes constructive and specific recommendations for curriculum reorganization."

"The book surveys the political, economic, and social background of our present-day educational problem; analyses the needs of youth and of society in the light of America's potentiality for realizing 'the abundant life'; and examines critically efforts in curriculum reform that give promise of meeting these needs, indicating what should be the life and program of the school in the years immediately ahead of us."

One could quote at length from it, but as the book is itself the crystallization of the thinking of the members of the John Dewey Society it is impossible in the space available to give any adequate summary of its content.

It seems to me that it would make an excellent book for use in study-clubs by all those interested in Education and the Democratic way of life. It is particularly appropriate for Alberta teachers following the excellent Convention held in Edmonton last Easter week.

A copy of the book is in the A.T.A. library.

An Adult Educational Course THE CHRISTIAN SCIENCE MONITOR announces "The World at your Fireside".

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A.T.A. LIBRARY

The following books are at present on the shelves of The A.T.A. Library and may be obtained by writing to The A.T.A. Library, Imperial Bank Building, Edmonton:

SOCIAL STUDIES:

- Taxes—M. S. Kendrick and C. H. Seaver.
- Evolution and Economics of Transportation—A. G. Steinberg and J. W. Hopkins.
- Men who Played the Game—Archer Wallace.
- The History of Trade and Commerce (with special reference to Canada)—Herbert Heaton.

READING:

- The Applied Psychology of Reading—F. D. Brooks.
- New Methods in Primary Reading—A. I. Gates
- The Improvement of Reading—A. I. Gates.
- The Prevention and Correction of Reading Difficulties, E. A. Betts.
- The Psychology and Teaching of Reading—E. W. Dolch.
- Reading and Study—Gerald Yoakam.
- Improving Your Reading—Helen Wilkinson and Bertha Brown.
- Reading Readiness—M. Lucile Cole.
- Children Who Cannot Read—Marion Monroe.
- Reversal Tendencies in Reading (Causes, Diagnosis, Prevention and Correction)—A. I. Gates and C. C. Bennett, (Paper Cover).
- Silent Reading: A Study of Various Types—C. H. Judd and G. T. Buswell (Paper Cover).
- Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children—May Lazar.
- The Teaching of Reading—36th Yearbook of the National Society for the Study of Education.
- Remedial Reading—Marion Monroe and Bertie Backus.
- The Iowa Plan for Directed Study Through Work-Type Reading—Department of Public Instruction, Iowa.

SCIENCE:

- Consumer Science—A. H. Hausrath and John Harms.
- Science in General Education—Report of the Committee on the Function of Science in General Education. Commission on Secondary School Curriculum. A Publication of the Progressive Education Association.
- The Theory and Practice of General Science—H. S. Shelton.
- The Teaching of Biology—W. E. Cole.
- The Philosophy of a Biologist—J. S. Haldane

MATHEMATICS:

- The Teaching of Algebra—7th Yearbook of the National Council of Teachers of Mathematics.
- The Teaching of Elementary Mathematics—C. Godfrey and A. W. Siddons.

THE ACTIVITY MOVEMENT:

- The Activity Movement—33rd Yearbook of the National Society for the Study of Education.
- The Activity Movement—Clyde Hissong.
- The Essentials of the Activity Movement—W. H. Kilpatrick (Paper Cover).

MISCELLANEOUS:

- Educational Freedom and Democracy—2nd Yearbook of the John Dewey Society.
- Democracy and the Curriculum—3rd Yearbook of the John Dewey Society.
- Social Organization—C. H. Cooley.
- Teaching Creative Writing—Lawrence H. Conrad.
- My Pedagogic Creed—John Dewey (Paper Cover).
- Education Through Music—C. H. Farnsworth.
- Drums, Tom-Toms, Rattles—Bernard S. Mason.
- Life and Growth—Alice Keliher.
- Intelligence Testing, Methods and Results—R. Pintner.

* * *

Please note the following regulations concerning postage on library books:

The rate on books circulated within the limits of the Province by authorized libraries is now 5c for the first pound, and 1c for each additional pound, the limit set to the weight of parcels remaining as before. This generous reduction in the postal charges makes book service to rural readers possible on a scale that has hitherto been impossible.

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No. 34

STATEMENT OF APPRECIATION

The Department desires to express appreciation of the efforts of teachers who assisted the Examinations Board by submitting examination questions.

ERRATA OF BULLETIN I — HIGH SCHOOL PROGRAMME

N.B.—Teachers are asked to make the following corrections in their copies of Bulletin I.

Re Agriculture 1—page 5.

The number of credits is three, not five.

Re History of English Literature—page 7.

In the paragraph at the bottom of the page, substitute the following for the last sentence:

"Students will, however, be permitted to substitute for History of English Literature either of the following General Electives for the Third Year: Economics, and Creative Writing."

Re Music 3—page 8.

The number of credits is four, not five.

Re Vocations and Guidance—page 10, Group D.

The number of credits carried by this subject is two, not one. The number is correctly given on page 12, Group D.

Re Section 6 (a)—page 11.

The sentence should end with "Group D," not "Group B."

Re Third-Year Technical Electives—page 14, Group C.

The distribution of the ten (10) periods a week is as follows:

Theory, including Drawing and Design 2 periods.

Shop Practice 8 periods.

The number of periods for Shop Practice is therefore eight (8), not six (6), as stated on page 14.

Misprint on Page 7.

In the sentence which follows the list of subjects and begins with the words "The credits assigned for these units, etc.," substitute the word "allowed" for the word "assigned".

Misprint on page 28.

The date given at the end of sections 16 and 17, page 28, should be "September 10, 1939," not "September 10, 1940."

RE VOCATIONS AND GUIDANCE

This course is listed as a General Elective (Group D) in each of the three years of the High School Programme. It is to be taken, however, during one year only, with a credit value of two (2). (The credit value of 1, as stated on page 10 of Bulletin I is a misprint).

High School Principals are urged to make use of this course for the purpose of "educational guidance": that is to say, for the purpose of assisting students to plan their high school programme in accordance with their aptitudes and vocational prospects.

Every high school student under the revised Programme has a right to have the services of a "student counsellor," who will explain the new programme, check over the student's record from year to year, and prevent irregularities with respect to the regulations. The fundamental purpose of the new programme is not merely to purvey "high school credits," but to help every student to "grow up" successfully and to become a competent adult.

RE GENERAL MATHEMATICS 2

No student may elect in the same year both General Mathematics 2 and Algebra 1 or Geometry 1. This sentence should be added to Section 7(a) on page 13 of Bulletin I.

RE MATRICULATION FOR THE SPECIAL B.A. DEGREE

Under Section 3 on page 32 of Bulletin I, the standing required in a second foreign language is that of the second year (Grade XI). In fact, however, third-year standing (Grade XII) is required in the second foreign language, as is shown on page 32 of the university calendar for the session of 1939-40. Students who desire to matriculate for the Special B.A. degree should therefore plan to spend four years in high school, since they cannot secure third-year standing in two foreign languages in three years of high school work. Otherwise such students will find it necessary to make a special arrangement with the Registrar of the University in respect to the third unit of the second foreign language.

COMPLETION OF GRADE XII UNDER FORMER REGULATIONS

With respect to Matriculation or Normal Entrance under former regulations, certain high school students, or private students, who have the standing prescribed below, and teachers who desire complete Grade XII standing, may complete the requirements for Grade XII standing under former regulations.

All other students are required to have the units in which they have standing under former regulations evaluated in terms of credits and to proceed under the regulations of the revised Programme.

I. High School Students.

High School students who have complete Grade IX standing under former regulations, and also standing in thirteen units of the unrevised High School Programme for Grades X and XI together with standing in at least two units of the unrevised High School Programme for Grade XII, may complete during the year 1939-40 the requirements for Grade XII standing in the remaining units of the unrevised High School Programme under former regulations.

Such students will be permitted to write on the Departmental Examinations of June, 1940, in third-year (Grade XII) subjects without having taken either classroom or correspondence instruction.

(a) If such students have standing both in English Literature 4 and English Composition 4 of the unrevised Programme, they are required to have standing also in six additional Grade XII subjects, which may be made up as follows: subjects of the unrevised Grade XII Programme in which such students already have standing, not counting English Literature 4 or English Composition 4, together with a sufficient number of subjects chosen from the following list of third-year subjects of the revised Programme to make the six subjects required:

- Social Studies 3
- Algebra 2
- Trigonometry and Analytical Geometry
- Chemistry 2
- Physics 2
- Biology 2
- Latin 3
- French 3
- German 3
- Greek 3
- Music 3
- History of English Literature

(b) If such students have standing either in English Literature 4 or English Composition 4 but not in both, they are required to secure standing either in the Composition part or the Literature part of English 3 of the revised Programme, and also standing in six subjects, as explained in paragraph (a), preceding.

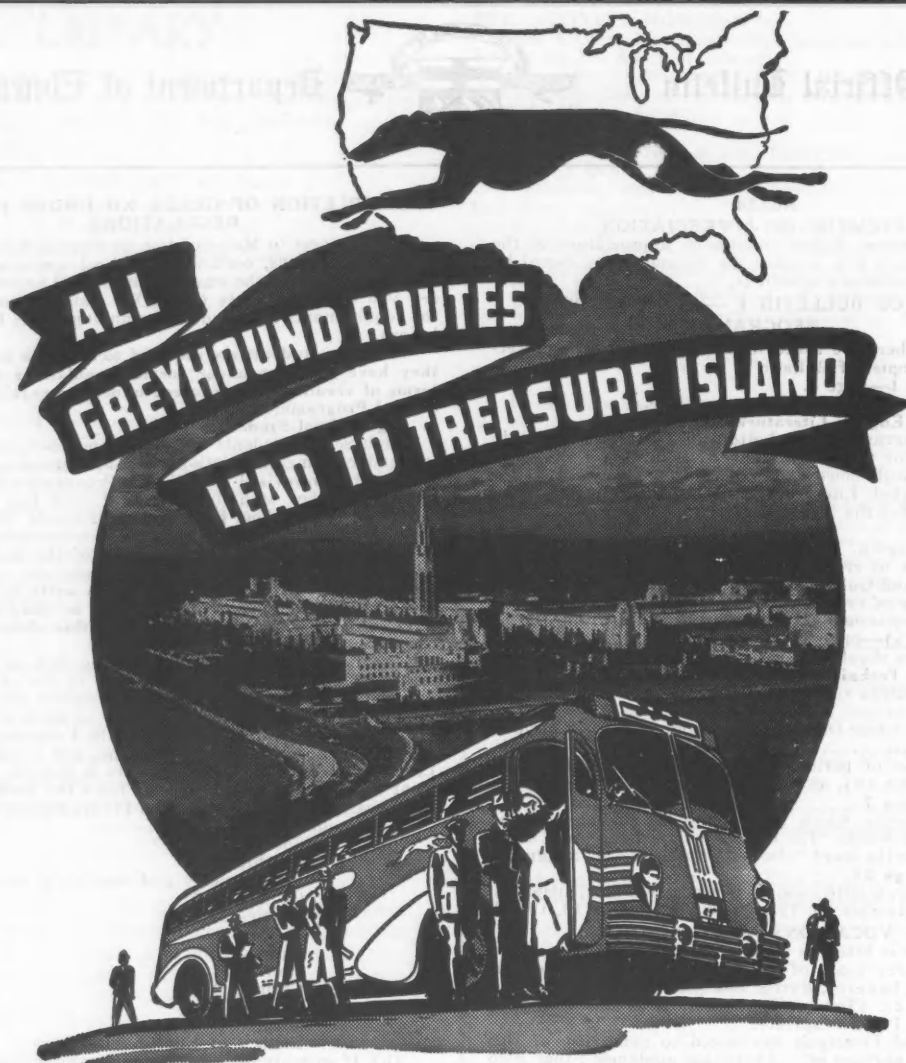
(c) Music 3 is not a school course. Credits will be granted for private instruction in accordance with the regulations on pages 19-21 of Bulletin I.

(d) History of English Literature is not a subject of the revised Programme. During the year 1939-40, however, students of the class described above will be given the opportunity of completing the requirement in this subject under former regulations; and for that purpose an examination paper will be set in this subject for June, 1940.

Such students may substitute for History of Literature either of the following General Electives for the Third Year: Economics; Creative Writing. In neither of these subjects will there be a Departmental Examination. In the former, either correspondence or classroom instruction is required; in the latter classroom instruction is required.

II. Teachers.

Teachers who desire to complete their Grade XII standing under former regulations without attendance at a high school may do so either by following the procedure set forth for certain high school students in part I, above, or by meeting the following requirements: Standing in English 3 and Social Studies 3, together with standing in a sufficient number of the following subjects of the revised Programme to carry a total of thirty-five (35) credits:



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Algebra 2	5
Trigonometry and Analytical Geometry	5
Physics 2	5
Chemistry 2	5
Biology 2	5
Latin 3	5
French 3	5
German 3	5
Music 3	4
History of English Literature	5
Economics	4
Sociology and Psychology	3
Commercial Law	3

(a) Standing both in English Literature 4 and English Composition 4 of the unrevised Programme will satisfy the requirements in English 3, and standing in History 4 of the unrevised Programme will satisfy the requirement in Social Studies 3.

(b) Teachers who have standing in either English Literature 4 or English Composition 4, but not in both, are required to secure standing either in the Composition part or the Literature part of English 3.

(c) Four (4) credits will be granted for standing in English Literature 4, three (3) credits for standing in English Composition 4, and three (3) credits for standing either in the Literature part or Composition part of English 3.

(d) Five (5) credits will be granted for standing in History 4, or Trigonometry, or Geometry 3.

(e) Teachers who have standing either in Trigonometry or in Geometry 3 may take either the Geometry part or the Trigonometry part of the new course in Trigonometry and Analytical Geometry, and on successful attainment be granted three (3) credits.

(f) Regarding Music 3 and History of Literature, see paragraphs (c) and (d) of part I, above.

(g) The courses in Economics, Sociology and Psychology, or Commercial Law must be taken either through classroom or correspondence instruction. The course in Creative Writing must be taken through classroom instruction.

N.B.—All students or teachers who intend to write on the Departmental Examinations of 1940 in Grade XII subjects without having taken classroom instruction are strongly advised to take correspondence courses in these subjects. It is not likely that summer-school courses in these subjects will be offered next year.

IMPORTANT NOTICE RE PERMISSION TO WRITE ON THE GRADE XII EXAMINATIONS IN 1940

Under the regulations of the revised High School Programme candidates will be permitted to write on the Grade XII examinations only in subjects in which they have taken either classroom or correspondence instruction. This rule will be applied to all students who are proceeding on the revised programme (credit system); that is to say, all students who began their Grade X work on the revised Programme (credit system), or who began their Grade X work on the unrevised Programme (unit system) but have since "changed over" to the revised Programme (credit system). It should be noted here that all high school students are required to make this change in September, 1939, unless they have completed Grade IX standing and also standing in thirteen (13) units of the unrevised Programme for Grades X and XI together with standing in at least two (2) units of the unrevised Programme for Grade XII. (See Bulletin 1, page 4, paragraph 3)

The only candidates who will be permitted to write on subjects of the Grade XII Examinations of 1940 without having taken either classroom or correspondence instruction in such subjects are the following:

- (i) High school students, or private students, who are not required to "change over" this year to the revised Programme (credit system); or, in other words, students who are permitted to complete Grade XII under former regulations.
- (ii) Teachers who are completing their Grade XII standing through the procedure set forth on page 8 of Bulletin I.
- (iii) Certain adult private students, who may be granted special permission.

N.B.—No candidate who writes on Grade XII subjects without having taken either classroom or correspondence instruction in such subjects will be granted high school credits on the results of such examinations.

RE EXAMINATIONS FOR PROVISIONAL ADMISSION TO NORMAL SCHOOLS

(See Bulletin I, page 31)

It was not the intention of the section entitled "Examinations for Provincial Admission," on page 31 of Bulletin I, to require all candidates for admission in 1940 to write on the examination in Social Studies 3, but rather to require them to write on the Departmental Examinations in all examination subjects which they have taken in order to complete the requirements for admission. Those who complete these requirements under former regulations without electing either History 4 or Social Studies 3 will not be required to write on the examination in Social Studies 3.

In the same section it is stated that "there will be no supplemental tests in August." The tests referred to are the "general test, and the Survey test in Mathematics and Science," and not the Departmental Examinations in Third-Year Academic Electives.

FORMS A AND B

Principals and teachers must now realize the importance of complying with Regulations No. 16, 17 and 18 on page 28 of Bulletin I. They are urged to complete these forms and return them to the Divisional Superintendents or High School Inspectors on or before September 10. Any further delay may place some of their pupils under a serious handicap. The return date, by the way, is September 10, 1939, not September 10, 1940.

Forms A and B, accompanied by a circular of instructions, have been forwarded as follows:

- (i) To the Superintendent of the Division where inspectorial centre and Divisional Board office are in the same town.
- (ii) To the Secretary of the Division where inspectorial centre and Divisional Board office are in different places.
- (iii) To principals of city, town and village schools.
- (iv) To the Secretary and marked "For the Teacher" in the case of all districts not belonging to a Division.
- (v) To the principals of private schools.

Any principal or teacher who requires the forms but has not yet received them should apply immediately to one of the persons mentioned above.

PRE-REQUISITES FOR COMMERCIAL ELECTIVES

First units are pre-requisites for the corresponding second units. Bookkeeping 2 is a pre-requisite for Bookkeeping 3.

Re Secretarial Training.

The pre-requisites for this third-year Commercial Elective are Typewriting 2 and Stenography 2. The course is an advanced course in Stenography and Typewriting.

CHANGE IN REQUIREMENTS FOR ADMISSION TO THE SPECIAL ONE-YEAR COURSE IN COMMERCIAL ELECTIVES

Students and teachers are advised that the requirement for admission to this course in 1940-41 will be complete third-year standing (Grade XII) or one hundred (100) high school credits.

CORRESPONDENCE SCHOOL BRANCH

The Correspondence School Branch is prepared to offer its service to pupils in rural districts who would otherwise find it difficult to obtain instruction in elementary, intermediate or high school subjects.

This year the Correspondence School Branch will assume direct responsibility for correspondence lessons and tuition in the work of the elementary and intermediate school grades (Grades I to IX). The lessons and the list of accompanying reference books and material have been thoroughly revised.

The lessons and tuition in Grades X and XII will be offered under the supervision of the Correspondence School Branch.

The Department has recently issued a new Bulletin of Information relating to correspondence courses, which may be had from the Director of the Correspondence School Branch. All Principals who have students taking part of their instruction by correspondence should obtain a copy of this Bulletin for reference, and all students of Grades IX, X, XI or XII who expect to take instruction by correspondence should write to the Director immediately for a copy of the Bulletin, which gives full information and directions regarding the courses, the cost, and the manner in which the courses may be taken in accordance with the intermediate and high school regulations.

Such students are reminded that the regulations governing the revised high school programme will be applied to correspondence students in the same way that they are applied to students taking regular classroom instruction. The programme of such students must be in accord with the regulation restricting the number of academic electives per-

missible in one year to three and also with the regulation restricting the total number of credits permissible in one year through correspondence instruction to 30. The programme must also be in accord with the regulations relating to pre-requisites for second and third units of the subjects to be taken.

The fee for a correspondence course in either part of English 3, or in either part of Trigonometry and Analytical Geometry will be \$5.00.

N.B.—See above the "Important Notice Re Permission to Write on the Grade XII Examinations in 1940."

STUDENTS ENTERING ALBERTA HIGH SCHOOLS FROM WITHOUT THE PROVINCE

High school students from without the Province are required to submit to the Examinations Branch of the Department early in September an official certificate or statement of standing, in order that the Department may evaluate any credits that they may hold and fix the conditions under which they may proceed with the Alberta high school programme.

Students who neglect to comply with this requirement will not be granted Alberta high school credits.

NOTICE TO HIGH SCHOOL PRINCIPALS

High school principals are asked to examine the official statement of standing of every student before approving the student's programme for the year. This precautionary measure will serve to avoid disallowance of credits at the end of the year by preventing students from proceeding with instruction in subjects for which they do not have the necessary pre-requisite standing, and by disclosing other possible irregularities in the student's programme.

RE HEALTH AND PHYSICAL EDUCATION 1

Students who are "changing over" from the unit system to the credit system, and who have standing in at least seven (7) units of the unrevised Programme for Grades X and XI, including English Literature 2 and English Composition 2, will not be required to secure standing in Health and Physical Education of the revised Programme for the First Year (Grade X).

REPORT CARDS

The Department has a special committee at work on the drafting of new forms for pupil's report cards. The report cards for pupils of the elementary school grades will be printed and distributed during September. The forms of re-

port card for the intermediate school and high school grades will be prepared during the year. These report cards will be sent to the Divisional Superintendents for use throughout all the new School Divisions. In this way it is intended to standardize the forms of report card now in use in the Province.

NEW TEXTBOOK IN GRADE IX LANGUAGE

The authorized textbook in Grade IX Language is "Junior English Activities, Book 3." This is the third volume in the language series for Intermediate Grades (VII, VIII and IX). This book replaces "Sense and Structure", formerly in use.

TEXTBOOKS AND REFERENCE BOOKS FOR INTERMEDIATE SCHOOL GENERAL SCIENCE

GENERAL SCIENCE—Grades VII and VIII:

NOTE: No single textbook has been authorized for the use of pupils in Grade VII or VIII, but the following are recommended for use as textbooks. No pupil need have all three of the textbooks that are recommended for his grade, but every pupil should have at least one. Teachers should try to arrange for an equal distribution of the three textbooks in every class.

Recommended for Use as Text-books in Grades VII and VIII
Limpus-Shore: Elementary General Science (Grades VII and VIII).

Carpenter & Wood: Our Environment—Its Relation to Us, Book I. (Grade VII).

Carpenter & Wood: Our Environment—How We Adapt Ourselves to it, Book II. (Grade VIII).

Bowers & Sheane: Discoveries in General Science. (Grades VII and VIII).

F. B. Carroll: Understanding Our Environment, (Interpreting Science Series) Book I. (Grade VII).

F. B. Carroll: Understanding Our World, (Interpreting Science Series) Book II. (Grade VIII).

Reference Books in Science for Students in Grades VII and VIII

Powers, Neuner & Bruner: The World Around Us, Book I.

Powers, Neuner & Bruner: This Changing World, Book II.

Hunter & Whitman: My Own Science Problems, Book I.

Hunter & Whitman: Science in Our Social Life, Book II.

Hensley & Patterson: Science Indoors and Out (Books I and II combined).

Western Canada Institute Publications

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Teaching is a very exacting profession. Our publications give you the benefit of the experience of others, provide supplementary material, suggest methods, save time, and assist in the organization of material.

At random we mention a few of our new and recent publications you may need:

MUSIC

Christmas Carols	75c
Music Manual, I to VI	\$1.00
Music Appreciation Manual, I to VI	60c
Music Theory Workbook, 7, 8 and 9 (with Key)	75c
Music Manual for Music I and II—Part I	80c
Part II	80c

SOCIAL STUDIES

Social Studies Manual (B)	\$1.25
Social Studies Maps (B)	1.00
Social Studies Manual (Grade 9)	1.00

MATHEMATICS KEYS

Key to Mathematics for Everyday Use, Book I	50c
Book II	50c
Key to Bookkeeping 9 Exercises	50c
Key to Mathematics I	\$1.50

PROJECTS AND WORKBOOKS

10 Social Studies Projects, Section B	50c
10 Social Studies Projects, 9	50c
10 Junior Business Projects, 9	50c
General Science Workbook, 9	60c
Health Workbook, 9	40c
60 Rapid Calculation Exercises, Grade 7	35c

SOCIAL STUDIES

Social Studies Manual, 10	\$1.25
Social Studies Manual, 11	1.50
Social Studies Manual, 12	2.00

GRADE XII

Complete Material in New Grade XII Course. You will like these.

Social Studies Manual, by A. Bagnall, M.A., B. Ed., D.C.L.	\$2.00
Economics Manual—C. H. Curtis, M.A.	1.50
Physics 2 Manual—J. W. Churchill, M.A.	1.50
Chemistry 2 Manual	2.50
French III Manual—Jones and Scott	1.50
Latin III—Key to Authors	1.00

NOTE: See our catalogue for material in English, Health, Art, Science, Commercial Law, Sociology & Psychology

C. L. Lynde: *Science Experiences with Home Equipment*.
Weed & Rexford: *Useful Science*, Book I.
Weed & Rexford: *Useful Science*, Book II.
Beauchamp, Mayfield, West: *Science Problems*, Book I.

GENERAL SCIENCE—Grade IX:

NOTE: No single text-book has been authorized for the use of pupils in Grade IX but the following are recommended as text-books: Hilton: *General Science*; Carroll: *Book Three*; Carpenter & Wood: *Book Three*.

No pupil need nor should own all three of the text-books but every pupil should have at least one. Teachers should try to arrange for an equal distribution of the three text-books in every class.

Recommended for use as Text-books in Grade IX

Hilton: *A Book of General Science*.

F. B. Carroll: *Understanding the Universe*, (Interpreting Science Series) Book III.

Carpenter & Wood: *Our Environment—How We Use and Control It*, Book III.

Reference Books in Science for Students in Grade IX

Pieper & Beauchamp: *Everyday Problems in Science*.

Teacher's Guidebook for *Everyday Problems in Science*.

Beauchamp, Mayfield & West: *Science Problems*, Book II.

Watkins & Bedell: *General Science for Today*.

Davis & Sharpe: *Science (Story of Progress & Discovery)*.

Hensley & Patterson: *Science Indoors and Out*, Book III.

Powers, Neuner & Bruner: *Man's Control of His Environment*, Book III.

Weed, Rexford & Carroll: *Useful Science for High School*.

Hunter & Whitman: *Science in Our World of Progress*, Book III.

NOTES ON THE REFERENCE BOOKS IN GENERAL SCIENCE FOR GRADES VII, VIII AND IX

In response to a request from teachers for suggestions that might help them to choose books for the classroom library in General Science, the following descriptive notes are offered.

GRADES VII AND VIII

Powers, Neuner & Bruner—*The World Around Us*.

This book is a fairly comprehensive and intensely interesting study of the relation of water, air, soil, energy, heat and living things to the environment. It is written in a simple style which is easy to read and it is made interesting by numerous pictures which illustrate the subjects under discussion. There are biographical sketches of eight important scientists.

Powers, Neuner & Bruner—*The Changing World*.

This is a companion book to *The World Around Us*. It is the story of the changes that have been in progress on the earth through many hundreds of years. Written in the same easy style of the previous book, it has many illustrations and helpful diagrams. It discusses in detail conditions on the earth caused by the solar system, the climate and other forces.

Weed & Rexford: *Useful Science*, Book I and Book II.

After demonstrating how to carry out experiments, Book I discusses water, air, fire, foods, plants and health. It would make a good reference book for a detailed study of foods.

Book II has a considerable amount of material on seeds, gardening, plant friends and foes, sound, light and magnetism. It contains more advanced material than Book I, and would be valuable as an introduction to the work in Physics I.

C. J. Lynde: *Science Experiences with Home Equipment*.

The book contains diagrams and instructions for performing two hundred experiments at home. All instructions are very clear and the apparatus used is simple. Explanations for each experiment are given at the back of the book. The experiments cover atmospheric pressure, water pressure, air pressure, air currents, buoyancy, balance, liquid surfaces, heat, inertia and making of toys based on scientific facts.

Hunter & Whitman: *My Own Science Problems*.

The authors have endeavored to give the reader an understanding of the control and use of the factors of environment stressing those relating to health. Emphasis has been laid on making the child think for himself. The book discusses air, water, heat, light, electricity, magnetism, the stars, rocks and soil, living things, food and the human machine. At the end of each chapter there are tests and a review of the material in the chapter.

Hunter & Whitman: *Science in Our Social Life*.

The main theme of the book is the improvement of the environment. The book contains material on air, water, the use of heat in home and community, light in the home and community, electricity, and simple machines in the home. The work on simple machines is very interesting. There are tests

at regular intervals. The book is suitable for the more advanced pupils.

Beauchamp, Mayfield, West: *Science Problems*, Book I.

The book is clearly written in a manner easily understood by younger pupils. The vocabulary is chosen for them and all definitions are simple. It contains excellent introductory material for pupils beginning the study of the science of the world in which they live.

Hensley and Patterson: *Science Indoors and Out*, Books I and II.

Book I is on plant and animal life and the effects of temperature changes.

Book II continues the study of plants and animals, and has a section on the properties of air.

GRADE IX

Powers, Neuner, Bruner: *Man's Control of His Environment*.

This book is organized into relatively few teaching units, each of which develops understanding of some large feature of the environment. These features show us how man gained control over plants and animals. A third achievement is the control over energy from natural resources. Lastly, the book shows how health standards have been raised through control over diseases. At the end of each chapter there are many useful questions.

Hensley and Patterson: *Science Indoors and Out*.

Many pictures and detailed experiments with follow-up questions make Book III valuable in the work on magnetism, electricity, the solar system, the earth's crust, weather and climate.

Pieper and Beauchamp: *Everyday Problems in Science*.

The book gives a first view of the secrets of science. The lems which will test the pupil's initiative. These include environment is presented in some 17 units by means of probecises on the earth, food, water supply, heat, light, electricity and transportation.

Weed, Rexford and Carroll: *Useful Science for High School*.

This book outlines 182 experiments in which detailed directions and instructions are given. The experiments cover air, water, matter, all forms of energy, the science of the earth and our place in the universe. These are supplemented by work on field and forest, the science of keeping fit and the use of the microscope.

Davis and Sharpe: *Science*.

The aim of this book is to provide material which will contribute to the pupil's vocational efficiency, the preservation of his health and to the worthy use of his leisure. There is a declarative statement at the beginning of each chapter, part and section. Pictorial diagrams and pictures help the pupil to visualize the most important events in scientific progress and discovery. Several review and thought questions are provided in each chapter. A very wide range of subjects includes air pressure, heat, weather, time, light, sound, magnetism, electricity, machines, food, diseases, plants and animals.

Hunter and Whitman: *Science in Our World of Progress*.

The great importance of properly arriving at scientific generalizations has been especially stressed in this third book of the series. Numerous devices are used to this end. Besides questions which help the pupil to think back to former work and enlarge his concepts there is a problem test at the end of each unit. Use is constantly made of diagrams, graphs, cartoons and halftones, having legends that tie up the illustration with the printed word. In addition to the material relative to environment, the book discusses the machine age, transportation and communication, conservation of health and the improvement of living things. This book should be especially valuable for the more ambitious Grade IX student.

Beauchamp, Mayfield, West: *Science Problems*.

This book is easily read and well illustrated. Little emphasis is given to experiments but the self-testing exercises are fairly good. The work deals primarily with conditions on the earth's surface, heat, weather, plants and animals.

Watkins and Bedell: *General Science for Today*.

The story of General Science is told in three divisions. The first deals with the earth and its inhabitants as the home of mankind. The second part of the story is the transition from the understanding of man's environment to his attempts at the control of environment, such as the natural forces as they exist in nature. The third division deals with man's attempts to control the forces of the earth. Summaries are given at the end of each of fifteen units, but there are no study questions.

Pieper and Beauchamp: *Teacher's Guidebook*.

This contains answers to all questions listed in the text-book.

READING READINESS

By DR. DONALDA DICKIE

Reading is an essential social skill. So much do we depend upon it in the modern world that the individual who cannot read, and read pretty well, is automatically excluded from normal membership in the social group. Children who do not learn to read during primary years with reasonable comprehension and speed are handicapped in every other subject. They fall behind in all classes and reach school-leaving age while still only in Grade Five or Six. As school has been to them a long and losing battle, they are eager to leave it. They pass out into a dim half-world where, because they do not read, they are unconscious of much that is going on about them. Lacking the necessary background, they do not catch all that other people say and they do not understand all that they hear. They are forced to go through life with only a partial command of the common skills and knowledges to aid them in adjusting themselves to their environment. Ordinarily, they do not make a very satisfactory adjustment, but drift into casual labor, unemployment, or crime. A very large percentage of delinquent boys and girls have reading disabilities.

"Yes, but," you say, "no one nowadays leaves school unable to read except children of very low mentality." Unfortunately many normal children leave school unable to read a simple paragraph in newspaper or book, and report the gist of it. They have been taught to read orally and they can repeat words, but they have not been taught to associate meanings with the words and to fuse these meanings into sense. In any real sense of the word, they cannot read. Betts¹ reports four investigations showing from 12 to 15 per cent of elementary school children leaving school unable to read. Eighty per cent of those who do not learn are average or above average in ability and 95 to 99 per cent of all failures in Grade One are caused by poor reading. The fact that the majority of the children who fail to learn to read are clever suggests that the fault lies with the organization and teaching. The high percentage of failure due to reading in the first grade makes it clear that we need to re-examine our procedure with beginners. When this has been done, a number of probable causes of failure appear. Many children who come to school at six years of age are still not sufficiently mature to learn to read; nothing is done to prepare this group for learning; unscientific methods of beginning are used; only one kind of reading, oral, is taught; the reading material used is too difficult; little or no element drill is given; no remedial work is done; the organization for reading is unsound and inefficient. It is proposed, in this article, to deal with the first of these difficulties.

Reading is an extremely complicated process. Many factors enter into it and lack of maturity in even one characteristic may be sufficient to prevent the child's learning. The learner must, in the first place, have matured his powers of receiving visual and auditory stimuli and, in the second, of co-ordinating the same with learned patterns of response. The various functions mature at different ages. Some children learn to walk and talk at eight or nine months, others do not learn until they are two or three years old. Vision,

hearing and the necessary intellectual and emotional powers also mature at different ages. For example, many six-year-old children are far-sighted; they can focus at twenty feet but not at ten inches. A child's vision may never have been questioned; the doctor testing his sight at twenty feet may report it satisfactory; yet the printed symbols in the book held ten inches from his eyes may appear to the child as a blur. If that is the case, no skill on the part of the teacher will enable him to read. She must wait until his sight matures. As a rule, it will not be long in doing so. Trying to teach him to read when he is not ready is harmful. It associates struggle, unhappiness and failure with the reading process which is quite enough to make him hate reading all the rest of his life. He finds the work difficult, or impossible, and avoids it as much as he can, or refuses altogether to try. He sees the other children succeeding and develops a feeling of inferiority. Frequently it sets his mind permanently against school.

The first thing to do is to test your beginning class to discover which of them are ready, and which are not ready, to learn to read. If possible, this should be done in the June preceding their entering school. Done then, the teacher may be able to meet the parents of prospective beginners, explain the situation, stressing the fact that late maturity does not mean poor intelligence, and either persuade them to keep the child at home for another term or year, or suggest methods of helping him during the summer that may send him in September ready to learn. If June is out of the question, it may be possible to test the beginners during the week before the school opens. If it must be done after school begins, it is best to wait a week or two until the newcomers have become acquainted with the school, the teacher, and their classmates, and adjusted themselves comfortably to the new physical and social environment. In making your survey, give a mental age test and a reading readiness test. The Marion Monroe Reading Aptitude Test is recommended and can be obtained from the Libraries Branch of the Department of Education.² If it is not possible to secure standard tests, the teacher must do her best with informal ones that she can devise for herself. Experienced teachers are able to judge very well the child's abilities and even the young teacher, if she will plunge in boldly and work carefully, can collect enough information to enable her to decide whether to place a given individual with the beginners or with the not-readys.

The following factors influence readiness to learn to read and the teacher should endeavor to discover the child's level of maturity with regard to each. In order to read, the child requires the following physical characteristics: acuity of vision with both eyes, binocular vision at ten inches, and depth perception so that he sees a two-edged image; acuity with both ears, ability to hear and to reproduce the sounds of the English language (a foreign-speaking child cannot do this), ability to blend sounds into words, normal auditory frequency, that is his hearing is sufficiently mature to hear a normal range of sound from the low frequency to the high frequency sounds. The letters *f*, *u*, *s*, *t* are high frequency

¹ Betts: The Prevention and Correction of Reading Difficulties, pp. 2, 3, 5.

² Write to the Libraries Branch for their catalogue of standard tests.

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sounds and young children are often incapable of hearing them. Many children who lisp do so because they cannot hear these sounds. The beginner needs also good general health; he should be well nourished and free from toxins. At six years he has, probably, already entered his second growing period. His baby chubbiness has disappeared, he is growing fast and is thin and leggy. He is changing his teeth, his appetite may be capricious, and he is particularly susceptible to the diseases of childhood which frequently leave behind them very serious weaknesses. He is apt to be easily tired, nervous, irritable, confused and emotionally unstable. This is, indeed, one of the most difficult periods of life and the child will never be more in need of understanding, patience, sympathy and gentle handling.

Again, in order to learn to read successfully, it is important that the child should have established cerebral dominance. Right-handed people naturally move their eyes from left to right. Left-handed people as naturally move theirs from right to left. This is unimportant in looking at anything in the mass, but it becomes of first importance when the individual begins to look at symbols the order of which is important. The right-handed beginner sees "cat" and "2 4 5"; the left-handed ones see "tac" and "5 4 2". The quick-witted "southpaw" soon catches on. He says to himself, "Oh, yes, I see, she does it backwards." He too does it "backwards" and is soon at home in that method; but the left-handed child who is slow mentally, or the beginner of mixed dominance, he who uses sometimes one hand and sometimes the other, these should be watched carefully and the dominance of the preferred side established before reading is begun. All left-handed children should have the order of the letters and figures explained to them and be given special help and practise in establishing the eye movement from left to right.

In the intellectual field, experience has proved that in order to learn to read easily and well a child must have a mental age of at least six years; in most cases six and a half, or even seven years of mental age is even better. The pupil then learns with a minimum of effort. The chronological age is unimportant. Some of the mental abilities that must be mature before the child can learn to read are: the ability to see likenesses and differences, that is, to see a difference between *b* and *d*, to remember word forms, to recall

an idea of sentence length. He must be able to do enough abstract thinking to know that a symbol means something, to associate the right meaning with each symbol, and to fuse the meanings together to make an idea. He needs also a range of experience that is large enough to include the subjects about which he is to read and an English vocabulary sufficient to enable him to hear, understand, and reproduce English sentences of the kind used in his reading material. Emotionally, the beginning reader should be sufficiently mature to attack a new problem without fear and in the confident expectation of success. He should be able to attend and to concentrate for brief periods, and to persist till he has finished his task. Interest in reading and a strong desire to learn are valuable assets.

The teacher who has not a standard test at hand must devise informal means for finding out what she needs to know about her pupils. Many teachers have vision-testing charts; if not, it is a simple matter to invent one composed of small sketches of animals: cat, dog, bird, etc., arranged in different sizes and different orders. Do not forget to test not only at twenty feet, but also at ten inches, reading distance. Hearing may be examined by the whisper test in which the child stands at twenty feet distance and covers first one ear and then the other while reporting the words the teacher whispers to him. The signs of malnutrition, ill health or threatening illness are well known to most teachers. In testing cerebral dominance, ask the child to pick up, to throw, to use a pencil, scissors, to step up on to a chair, to jump, to look through a cone of paper, noting in each case which side he uses. The ability to recognize likenesses and differences is easily tested by exercises in pairing and matching symbols or forms unknown to the child. The memory span may be tested by speaking a sentence to the pupil and asking him to repeat it giving the words in the same order.

Much valuable information about the pupil's health, character and range of experience may be obtained from the home, the parents, his brothers and sisters. These informal methods have not the validity of standard tests administered by experts; the teacher using them puts herself into the position of being able to say only, "I suspect that such-and-such is the case." When her suspicions point to physical difficulties, she should urge a visit to the doctor; when they sug-

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gest mental or emotional deficiencies, she must call her knowledge of psychology to her aid and devise what means she can to overcome the obstacles.

Having selected her little group of those who are not ready to learn, the next step is to build them up to the point where they are ready. Their first need is to make a comfortable social adjustment in the schoolroom, to get used to it, to understand the things seen and done there, to begin to feel at home. A few days spent in watching the others at work, in being taken on conducted tours round the room by a second or third grade pupil, in playing with toys, drawing, coloring, cutting out and the beginners are normally accepted members of the school group and beginning to be conscious of their membership in it. The immediate task is to develop them emotionally and intellectually, to increase the number and range of their ideas and the size and facility of their vocabularies. They need a variety of simple tasks to perform and small problems to solve, all so easy that they cannot fail, thus establishing confidence and the expectancy of success. For this purpose, the enterprise is the ideal medium. The primary enterprise in the experienced hands of the second and third year pupils should be underway at the earliest possible moment. The little ones are members of the group but they need at first only watch and listen. Soon they are promoted to being helpers, each older pupil having a beginner as helper. The beginners hold the nails, run errands, pass the papers, cut out pictures, paint original pictures, collect and donate materials. This gives them a real place in the group. Presently, they will begin to have ideas to express, a report to make, a part in the play. The teacher sees to it that the enterprise includes more and more jobs that beginners can do, they are made responsible for this and that; they are called upon daily for more and more of the

planning and working. They are included in all games, songs, stories, dramatizations, speech training and choral recitation practices, the teacher expecting and, in normal circumstances receiving, a rapidly increasing response.

In the skills period the "not-ready" group may join the "ready" beginners in the speech training, language and even in the reading class if the teacher thinks it best for them to do so. If there are only one or two "not-readys," this is probably the best plan. They come to the reading class but are not asked to read nor bothered about the symbols at all unless they volunteer. When the reading class has been dismissed the "not-readys" remain behind and read a picture book to the teacher. If there are several of them, they should form a class that reads picture books, that is looks at the pictures and answers questions and tells stories about them. For this purpose it is best to have picture books without any print as you do not want the pupil to get the idea that you look at print and "make-up" the story. Picture books made of cut-outs pasted in by the teacher, representing the people, animals, toys, etc., about which the children will read when they begin are best. This picture book lesson is really a language lesson in which the teacher develops the vocabulary and sentence structure to the point required for reading. In addition these pupils, by themselves, or with the "ready" beginners, should have a daily speech training lesson in which the teacher teaches them the correct way of enunciating each of the various sounds in English the sounding and blending of phonograms and syllables into words (this work should be entirely oral, no printed symbols being shown the children), and gives them practice in speaking lists of like words, pairs of unlike words, choosing and making rhymes, reciting alliterative sentences and the choral recitation of nursery rhymes and verses of poetry.

LOCAL NEWS and Local Meetings

ANDREW

The Andrew Sub-local of the A.T.A. met for their May meeting at the Molodia School, eight miles south of Andrew. A report on the activities of the Local Executive was given by the Sub-local councillor Mr. S. Tomashewsky. The remainder of the meeting was turned over to Mr. M. Fedorkiw, the speaker of the day, who gave a talk on Radio. Mr. Fedorkiw who is a member of our Sub-local and who has used his spare moments in studying radio for some years gave a very interesting and helpful talk on the use and equipment of radio in the school. Following the meeting the members were guests of Miss D. Tanasiuk and Miss A. Nickiforuk at a weiner roast adjoining the school grounds. But Ferdinand did not favor the idea of a weiner roast in his pasture. He objected so much that the party decided to move to a safer location. In spite of his rude hospitality the party had a splendid time and an experience to record in their memories.

BOW VALLEY

The Bow Valley A.T.A. Sub-local held its last meeting before the holidays, in Strathmore, Tuesday, June 20th.

Mr. Eyres read the minutes of the last meeting which were adopted as read. Mr. Crowther then gave a report on the meeting of the Salary Schedule Committee and the Wheatland School Board. Mr. Hoover discussed the meeting held at Olds regarding salary negotiations with the School Board there. Questions arising out of the Sports' Meet centered around finance and the distribution of relay points. The Fall Sports' Meet will be held Saturday, October 7th in Strathmore.

The program for the first meeting in the fall will be a debate by four teachers on the merits of the educational doctrines expounded by these two educationalists, Mr. Dewey and Dr. Hutchings. The meeting will be held on the third Tuesday of September, in Strathmore.

CAYLEY

On May 13 the Cayley Sub-local met at Last Chance School. The Salary Schedule was discussed.

cusced. The report of the representative to the Easter Convention was given by Miss J. Gilchrist. Suggestions were discussed and views expressed as to the type of fall convention to be held. It was decided to discuss this further at the next meeting. A short discussion followed.

DERWENT

"People are judged by their deeds" is an old saying. To prove our lively existence, the correspondent of the Derwent Sub-local is once more reporting the highlights in the doings of the above-mentioned local. We created no miracles to boast about but we have covered quite a field. Firstly, we dispatched our delegate Mr. J. L. Voloshin to the A.G.M. after having discussed the various resolutions. He came back with quite an extensive report. In collaboration with Clandonald Sub-local we invited Mr. Cook from the Department of Health to give us a series of lectures and show moving pictures. The latter were enjoyed by the school children immensely. Four central points in our district were visited. Mr. Malaher and Miss Mullen from the Vermilion School of Agriculture visited eighteen of the school rooms of our local members to give instructions on preparation for the School Fair. It will be held in Derwent some time in September. During the recent programs of our meetings Mr. Shemluek and Mr. Ohmlar collected the laurels. The former gave a very interesting talk on "Plagues in the Past" and the latter a most enjoyable reading, "The Beautiful Savage" (Swan).

A rally of the teachers in Two Hills Division will be held in Myrnam on May 27. Certain points are to be thrashed out and our local is ready with the armaments. We are also proud to mention that Derwent School made quite a showing in Two Hills Musical Festival held in Willingdon on May 19. The pupils scored twenty-five times in twenty-six entries. Good work!

DUFFIELD

The regular meeting of the Duffield Sub-local was held at the home of Miss Fisher at 2 p.m.

Mr. A. Bryant, Divisional Board member delivered a short address, after which questions were asked by the teachers. Suggestions for the next group meeting were: (1) Question Box—Each member must bring at least one question. (2) Discussion on Royal Visit. (3) Discussion on June Tests. Meeting was adjourned, followed by the serving of lunch.

FORTY MILE (FOREMOST)

Forty Mile Sub-local of Foremost met at Bow Island at 2 p.m. Inspector MacGregor of Foremost and 30 teachers were in attendance. W. Stewart of Winnifred gave an interesting address on Art for the intermediate grades. He stressed the place of art in the child's life and the value of developing the style of art to which the pupil is adapted. Miss Olive Lent of Brownsdale spoke on Dramatics, dealing with the problems of very small schools, as well as other ethical points. Matters pertaining to the Royal Visit in Medicine Hat were explained by Inspector MacGregor. The business meeting then took place with E. Cook of Winnifred presiding. Miss Hilda Flynn of Winnifred gave a detailed report of the teachers' Easter convention in Edmonton, which she attended as delegate.

GLEICHEN-ARROWWOOD

At a meeting held in Gleichen recently the Gleichen-Arrowwood Sub-local of the Bow Valley School Division was organized. Officers elected were: President, Mr. E. E. Miller, Arrowwood; Vice-President, P. B. Nelson, Gleichen; Secretary-Treasurer, J. E. May, Cluny; Press Correspondent, Miss P. Birdson, Gleichen.

Meetings are to be held the first Thursday of each month at 7:30 p.m. at various centres. Teachers of the towns of Gleichen, Arrowwood, Cluny and the surrounding districts are urged to join their sub-local and present a united front in their profession. The June meeting is to be held in Gleichen. The committee on salary schedules and pensions will present reports. Committees for membership were appointed as follows: Miss Lee, Miss Birdson and Mr. May. Fees are to be set at the June meeting.

HAIRY HILL

On May 25th the Hairy Hill Sub-local held a meeting at Pruth School. Salary Schedule, Pension Bill and many other items were discussed.

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After the meeting Mrs. D. Chrapko served lunch.

LAC LA BICHE

The Lac La Biche Sub-local of the A.T.A. was organised on May 28, 1939 in Lac La Biche school. The following officers were elected: Honorary President: Mr. H. A. Kostash, Athabasca. President: Mr. John Honnocho, Hylo. Vice-President: Mr. John Sawchuk, Grandin. Secretary: Mrs. M. N. Kechn, Hylo. Press Correspondent: Mr. Harry Lobay, Craigen.

Since then the sub-local had another meeting on June 24th. During two gatherings there was discussion on Salary Schedule and a resolution formulated against the Divisional Board proposal of 16% cut on the basic salary. The final decision on the Athabasca Division Salary Schedule is to be made by the teachers and the Divisional Board in September. Mr. J. Honnocho has a cup donated by the T. Eaton Co. for a public speaking contest. It was decided to prepare for this contest this fall. Mr. Harry Kostash is leaving our division and the teachers are planning to buy him a farewell gift.

LETHBRIDGE

On May 3rd members of the Lethbridge Local met at Central school at 8 p.m. When the discussions of correspondence and new business were completed, the Delegates to the A.G.M. gave explanatory and detailed reports

introducing very interesting suggestions. At the Annual Meeting, which followed this regular meeting immediately, the following officers were elected: President, Mr. G. Lakie. Vice-President, Mr. Eric Johnson. Secretary, Miss J. Hamilton. Treasurer, Mr. F. J. Collins. After the Auditor's and the Secretary's reports were read and adopted, Mr. Vaselenak thanked the committees, the members and the officers for their interest and assistance. Then the staff of St. Basil's school served a delicious lunch at the close of the meeting.

MYRNAM

The regular monthly meeting of the Myrnam Sub-local was held in the New Myrnam High school at 2.30 p.m. on June 17th. Threatening weather conditions forced cancellation of a hike that had been scheduled for the afternoon. Owing to the unavoidable absence of William Teresio, Mr. Dubeta took the chair. The chairman gave a report of the last meeting of the Local Executive, held June 16th at Two Hills. Complaints that some teachers were compelled to do janitor work were dealt with. It was established that a misunderstanding existed in this regard. No teacher is forced to do this work; but many teachers are eager to do it. Mr. Dubeta further reported that leaves of absence will be granted in future only for reasons of health, or plans for professional improvement. Furthermore notice must be

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given one year in advance. The request that the Board pay the transportation expenses of teachers being transferred to other schools in the division was rejected. Married women are to be eligible for teaching positions within this division, as hitherto. It developed that the number of expected vacancies in the division corresponded to the number of local normalites available. As advocated by the local teachers, these would be engaged provisionally. There were rumors of teachers' violating professional etiquette by applying for positions that are not vacant. If these reports be substantiated, disciplinary action will be taken. The meeting was adjourned, and the members present visited the home of Mr. Dorosh, interim member of the staff of the New Myrnam School. Mrs. Dorosh, assisted by several of the lady teachers, served the hot dogs which had been provided for the hike. What was expected to be just a social snack turned out to be a banquet. The staff of New Myrnam School take this opportunity of expressing their appreciation of Mrs. Dorosh's services in coaching the local pupils for the recent musical festival. If the results, due to the teacher's comparative inexperience of such affairs were not outstanding, at least pupils were induced to take part who would have shrunk from the ordeal had it not been for Mrs. Dorosh's infinite tact and patience. She cheerfully gave her efforts gratis, and thus rendered a valuable community service.

NEWBROOK

The Newbrook Sub-local held a meeting on June 7th in the Newbrook School. Mr. J. Zubick, executive of the Thorhild Sub-local was present and presented to us the "Salary Schedule" as revised and adopted by our Smoky Lake Divisional School Board and Negotiating Committee (However all negotiations are not yet closed, Mr. Zubick advised us). After such discussion the schedule was unanimously adopted, a hearty vote of thanks was given to Mr. Zubick in appreciation of his splendid work on the Negotiating Committee and of his untiring efforts on behalf of the profession. The Sub-local teachers then laid plans for the annual Sports' Day to be held at Newbrook, June 18th. The interest of the teachers was high and they planned all arrangements for the day, including transportation of all schools belonging to our Sub-local who wished to participate. All necessary preparations being made we departed looking forward with great anticipation to the Sports' Day.

PINCHER CREEK

A meeting of the Pincher Creek Sub-local was held Saturday, May 20th, for the purpose of electing officers to carry on the duties of organization in the fall. The following is a list of the newly elected officers: President, Mr. L. W. Harper. Vice-President, Mr. E. Kettles. Sec-Treasurer, Miss M. Fraser. District Representative, Miss M. Cameron. Press Correspondent, Miss E. Colclough.

ST. MICHAEL

The St. Michael Sub-local held its last meeting for the 1938-39 term at Rodef School. Mr. Kostash, the Northern Representative, was the guest speaker. He spoke on the Teachers' Pension Scheme and answered all questions of those present. After the business meeting the hostess, Miss Anne Tichowski served a very delicious lunch. Everyone joined in a hearty sing-song thus ending a most inspiring and pleasant chain of meetings which were held in almost every school in this area during the year. It was with sorrow we parted with many of our teachers who either ventured on a matrimonial adventure or were transferred to other parts of the Lamont Division. We are anxious to welcome all new teachers to our Sub-local. Therefore be sure to attend the first meeting of this term at Sheptycki School, Delph on September 22nd at 8:30 p.m. sharp.

TABER RURAL

The Taber-Rural Sub-local A.T.A. held its May meeting in the Deer Park school on May 17th, at 8 p.m. Twelve teachers were present. Interesting reports were given by Mr. Huntrods and Mr. Byrne, members of the council. The next meeting will be held in Taber and will take the form of a theatre party. After the meeting was adjourned a pleasant evening was spent and was concluded by a most delicious lunch served by Miss Kirby.

TWO HILLS

The spring rally of the Two Hills Local of the A.T.A. was held at Myrnam on the afternoon of May 27th in the new Myrnam High School, with the president of the Local, William Teresio of Myrnam, acting as chairman. After the meeting had been opened with the singing of "O Canada", Mr. Teresio gave a brief, pithy speech, outlining the year's gains, and emphasizing the necessity of members' informing the Executive of any grievances that may exist. There followed a well-prepared and therefore exceedingly interesting talk by Mr. Dubets of Beauvalon, the topic being: "The Need for Dominion Assistance in Education". Although basing this address on the monumental A.T.A. brief prepared for the Royal Commission on Dominion-Provincial Relations, the speaker had gathered a wealth of information on Federal aid to education in the United States of America. In the course of the brisk discussion provoked by Mr. Dubets's brilliant survey, Peter Shavchuk, secretary of the Two Hills Local, suggested that teachers work in season and out of season to interest the public in the question of Dominion help in equalizing the burden of educational expense; that Boards of Trade, and Members of Parliament be approached with a request for their support of this worthy aim. Mr. Clark of Paradise Valley spoke much to the same effect, adding that it might be advisable to ask prospective candidates for parliamentary honors to take a stand on this question. Mr. Svekla next took the floor with an informative account of the progress of visual instruction in Canada, and the address provoked a lively discussion. High lights of the talk and discussion were: The scheme must depend on thorough organization for success. If pupils have seen a 'talkie' on the

same subject the silent film is not appreciated.

The teacher must prepare beforehand with objective and oral instruction; the showing of the film then provides a review, broadens the pupils' viewpoint, and stimulates research. In Canada outside Alberta, Montreal is the only place where visual instruction is given to any worth-while extent. In Alberta a number of teachers are doing what they can to utilize this wonderful educational tool—the projection machine. These teachers are hampered in many ways, notably by shortage of funds; difficulty in getting the right, or even any films at certain times of the year; breaking-up of showing schedules on account of bad weather, with the further unfortunate result of lessening the enthusiasm of the public; lack of trained operatives; and apathy on the part of the public. To the speaker's question: "Is it worthwhile?" the response was a unanimous affirmative, since it was felt that increased demands for suitable films would encourage the Department of Education to make more films available; that it was, strictly up to the teacher to "sell" the idea of the advantages of visual instruction to the public; that film showings may be supplemented by added social attractions that would make it really worth-while for supporters to attend; that any person with ability enough to teach children should easily master the technical details in connection with the operation of a projection machine; that a whole unit of work could and should be built up with the film as the core; and that School Boards were showing an increasing interest in the matter, and would undoubtedly give proportionately greater financial help if only the interest of the general public were to be fully awakened to the vast possibilities of the scheme. The program then featured an address by Mr. Cornelius of Willingdon who chose "Group Studies" as his topic. Speaking from personal experience Mr. Cornelius told of construction men in Norway, meeting at regular intervals to discuss subjects of vocational or cultural import. The speaker spoke of three different procedures followed by study groups: some study in turn more or less unrelated topics; others follow a program having continuity—the topics studied over a definite period forming a unified whole. The aims differ

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as well as the procedure, as some groups follow a strictly propagandist method and seek for information that will bolster up their preconceived ideas, while others make a practice of seeking the truth by studying all the data available on all sides of the question; still other groups study how to improve their economic status. Mr. Cornelius recalled that a stimulus was given to the consideration of teachers' forming study groups by a question at the annual General Meeting: "Where are we going?" (Quo Vadimus?) The speaker mentioned the recent challenge of Dr. Wallace of Queen's University, and formerly of Alberta University: "If democracy is going to survive, supporters thereof must study the institutions of democracy". If Mr. Cornelius' advice is taken, the teachers of this local will organize study groups in their Sub-locals during the next school year, and this is sure, one way or another, to have an effect on the attendance at Sub-local meetings. Mr. Teresio spoke briefly on the success of the School Fair held at Myrnam last fall. He went on to stress the need for co-operation between the teacher and other people in the community. The speaker referred to teachers' dances and school debates as opportunities for mingling with the public. Mention was made of the splendid service rendered by Miss Keniter, Matron of Myrnam Hospital, who has given health instruction to the children of the intermediate and high school grades of the New Myrnam School, during the current school year. It is a fact that students looked forward to these classes. A report of the School Festival held at Willingdon on May 19th, was given by Mr. Svekla. There were 514 entries and four adjudicators, which was at least one too few. The Divisional Board contributed \$330, and sums of money from other sources brought the funds available to \$421.05. The town of Willingdon supplied free lunchees to the children and a dinner to the teachers, and spent \$100 besides, this expense being borne by the town and surrounding community. A hearty vote of thanks was ordered to be conveyed to the Willingdon Board of Trade. The School Festival war-chest still contains \$85.23.

The foregoing took close to three hours to cover: for only the bare outline is here reported. As a result it was necessary to shorten the business agenda. Peter Shavchuk got over that in record time, after which the members had time to prepare for the banquet at Hotel Myrnam. "Matty" Chapelski had expected about forty people; but over eighty attended, making two sittings necessary. The reporter attended the first sitting, and thus was not in a favorable position to hear the speeches. The latter were (mirabile dictu) well worth listening to, and the reporter regrets that he was not able to take notes. (At the time he was jammed in the entrance to the dining-room with at least two ladies standing on each foot.) Our supervisor, Fred Hannecko, B.A., "kicked off" with a book review: "This Simian World".

Mr. Cornelius followed up with an account of his European tour last summer, with special reference to Czechoslovakia, and the betrayal at Munich. The hearts of all ached for the little democracy, and thoughtful looks were exchanged as Mr. Cornelius spoke of the rate at which armaments are being piled up in Europe. Mr. Kostash, District Representative (who arrived towards the close of the business meeting, and who took part in the discussion on local grievances) gave a short speech on the progress made by the teaching body in securing better economic conditions, for which full credit was given to the Provincial Government for its courage in going ahead with the establishment of the enlarged units of administration. The grand finale to a successful rally was the A.T.A. dance in the Ukrainian Farmer-Labor Temple.

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